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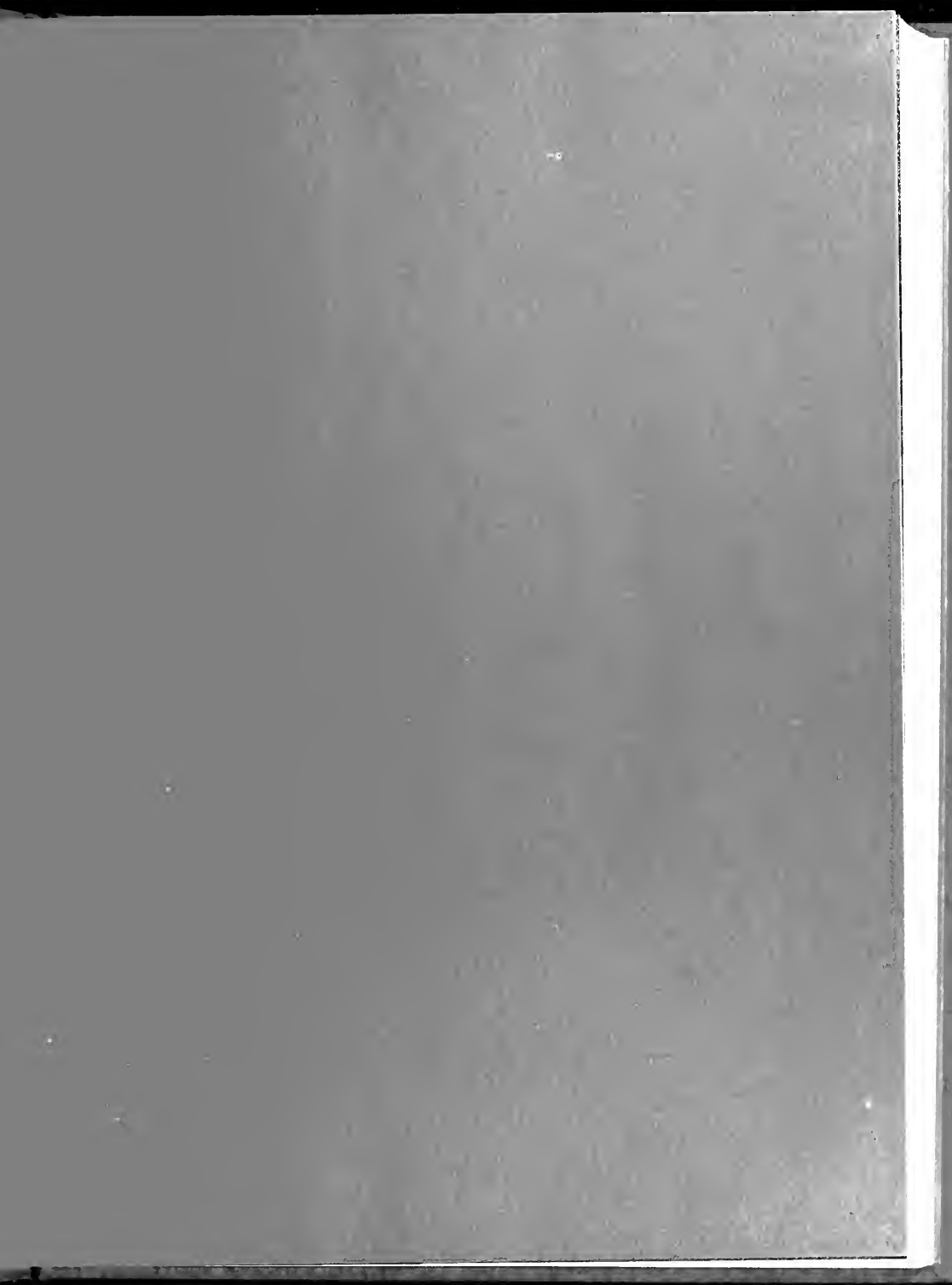
WAKE FOREST UNIVERSITY

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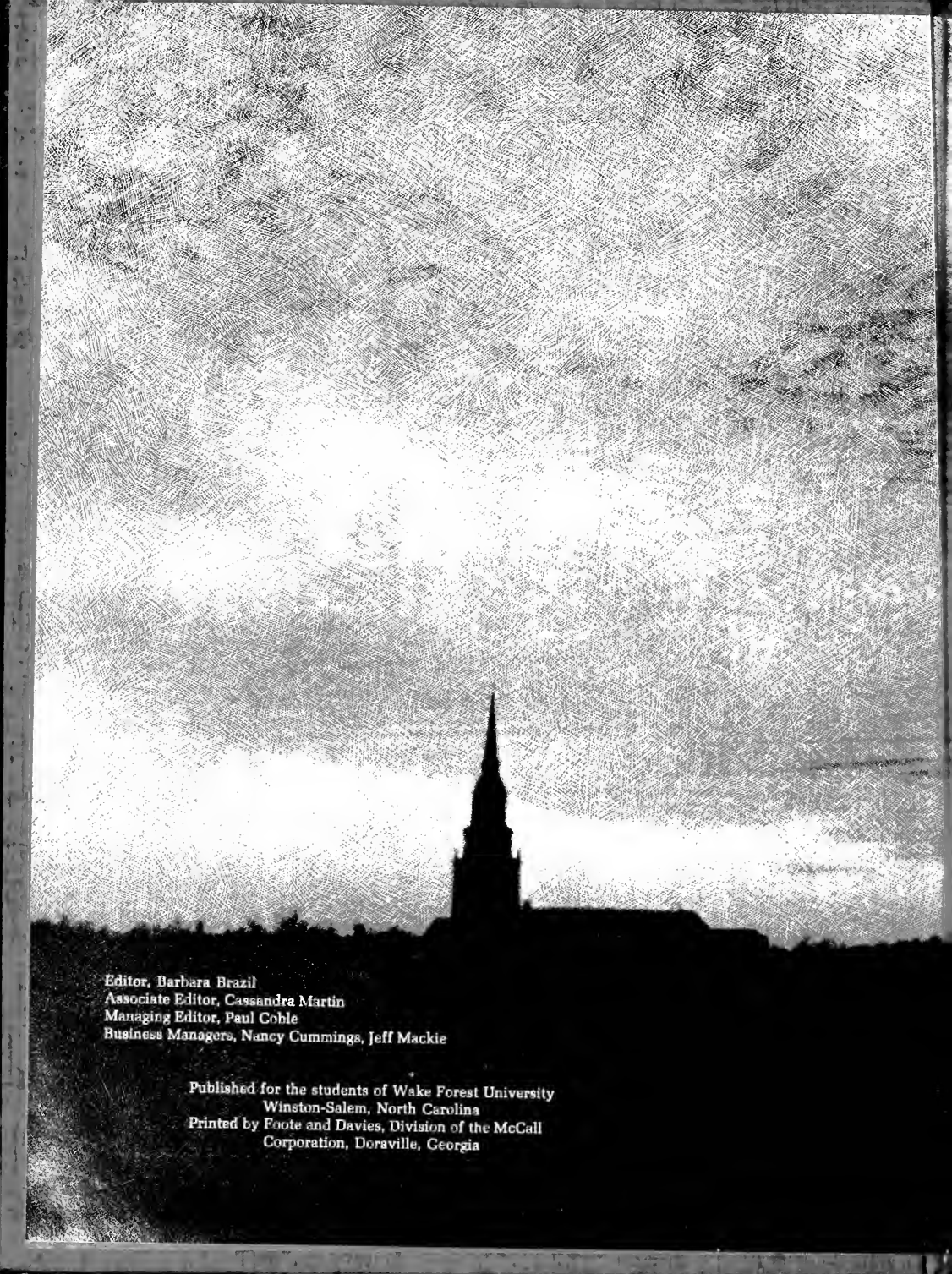


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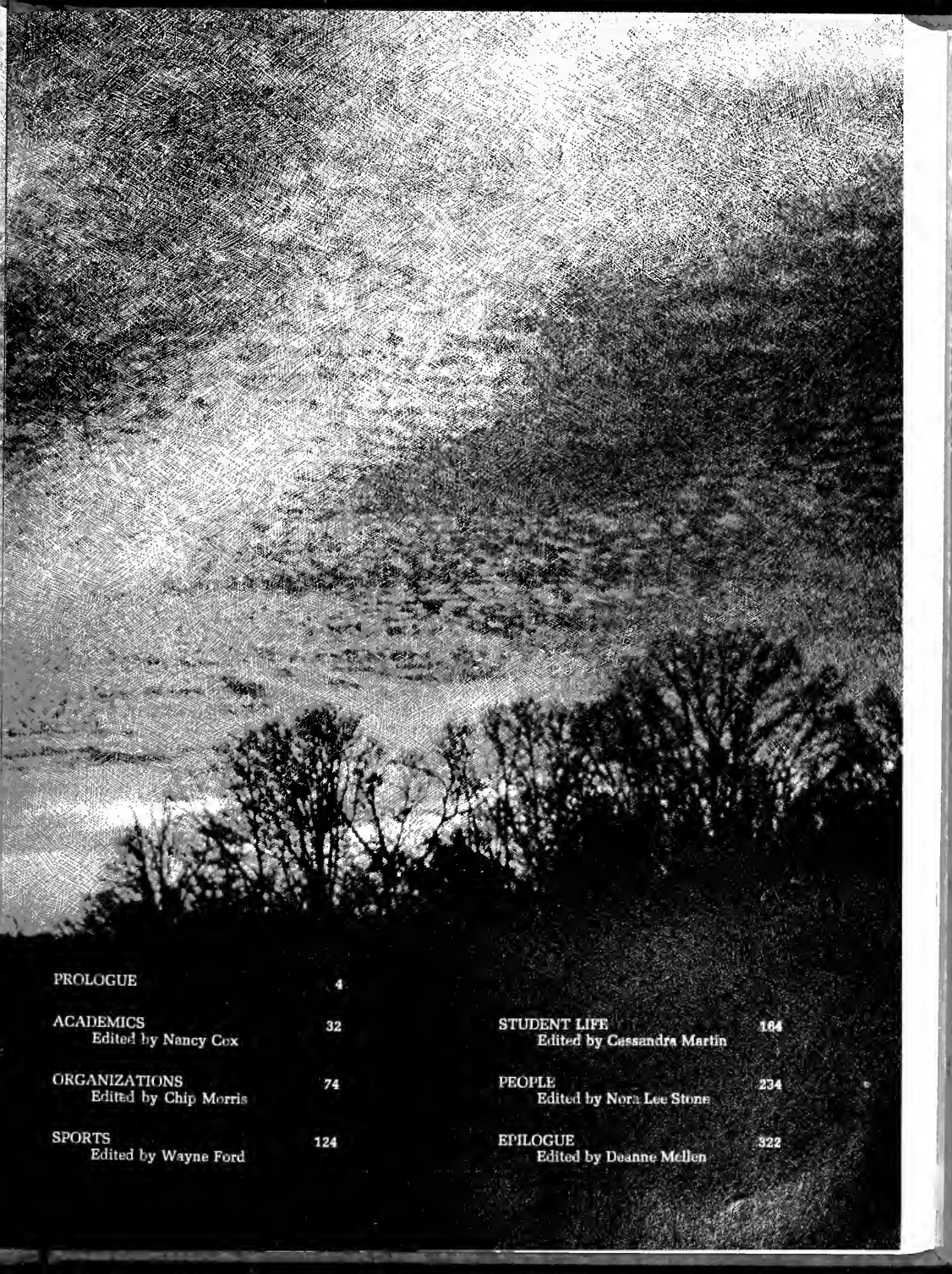
1969 HOWLER

WAKE FOREST UNIVERSITY VOLUME SIXTY-SEVEN

The image is a high-contrast, black and white photograph. The upper two-thirds of the frame are filled with a bright, heavily textured sky, possibly representing clouds or a grainy print effect. In the lower third, the dark silhouette of a church building is visible against the horizon. A single, prominent steeple rises from the center of the building, pointing upwards. The overall composition is simple and graphic.

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College is not merely the training for life; it is life itself.

A student at some time asks himself whether he really wants an education, and if so, why does he? He then asks himself what the purpose of an education should be, and because he must look at what is and not just what should be, he asks himself what his education is doing for him, but more important, how much of his education is his own responsibility.

People and the times dictate the needs of education; they take from the basic core of knowledge that which they can best use and which they can best expand upon and increase the understanding of. The creativity and inspiration of people become the bounds of an educational system.

The reason for education and the commitments of education must be displayed so as to motivate people to learn for the pure excitement and satisfaction of exploiting experience—for the joy of learning. Education is a process of socialization and acculturation, but more significantly, it is a process of learning to think and to have a sensitive and creative awareness of culture and nature. This kind of sensitivity and creativity is the commitment to necessary innovation and change, and to self-fulfillment and amusement. In its harvest lies the ability to relate knowledge to life and times, and to have compassion and empathy in the knowledge that

one must recognize and work within and with the complexity of our existing world. Education should free man to make all of life a learning experience.

Modern technology brings man an abundance of leisure time for relaxation and enjoyment. Yet some frustrated people are bored with life. Education, if thoughtfully administered and absorbed, should give a person an appreciation for his world to more than fill his leisure time and to bolster the way to a vital and happy existence.

Out of the mass of technology, capitalism, democracy, mass communication and population growth and mobility come the pluralistic values and conditions of our society. Education should enable a person not only to solve the problem of his plurality, but also to recognize and define the problems that face and confound our freedom. While making a man free to learn, education should concurrently make him free to live, that is to take up the business of working and enjoying, as well as learning. For only if man is educated is he free to think and choose; ignorance shackles him and sacrifices him to fate.

There is one other commitment which an education must transmit. That is the commitment to values. The process of education must invite the student to de-



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WOOD

velop his values because, while thinking makes actions responsible, only values make actions honest and relevant. These values, however, must be self-conceived to be truly believed in, not inhaled from a sermon to be desecrated. A life of involved action—whether as a housewife, an athlete, a businessman, a teacher, as politician or a father—must be responsible and relevant to be meaningful. College is not just the training for this involved life; college is a segment of this life.

A year of this experience produces a change, a change in the student and in society, and these changes in attitudes and values interact. They interact to bring progress, cooperation, protest, emotional conflicts and the ecstasy of genuine communication. This interaction occurs in everyday life when one involves himself in his world by sharing himself with other people and dedicating himself to his work.

Ideally, the most concentrated scene of this involvement is the college campus. Ordinarily this setting is heterogeneous enough to inspire a wide breadth of social and individual experimentation and criticism. At the same time, it is remote enough for the control and study of man's attempt to determine himself and his world. This rose-colored, laboratory view of the campus may be somewhat unfortunate, however, because if it



Education should give a person an appreciation for his world to more than fill his leisure time.



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is too isolated it cannot be either the inspiration or the testing ground for these ideas. The school must interact with its world.

Regardless of the actions of the most socially involved administration and faculty, it takes a truly interested student body to create an atmosphere which transcends the confines of the school. Only then does education today reach the student and the world.

But where is Wake Forest in this grand scheme? Outwardly, Wake Forest exists in its red brick and white columns and a concrete kind of sculpture. The railings still say WFC and the same light posts form parallel rows with the trees. And Reynolda Gardens is an escape any time of the year. There are the cells which they call boys' dorm rooms, and the big lecture rooms with immovable desks. And alongside these there are the comfortable quiet of the rare book room, the privacy of Davis Chapel, the swings to play on, the holly trees and the old desks with their curious scratches.

These are all part of a picture we see every day and they frame a life here. But it is people who make Wake Forest; they make it for themselves and others. They come to find what they want, and if they find it here, that is good. If they do not, then they make what they want or they leave. The facilities, the books, and the activities and suggestions are here, but it is up to these people to make their own challenge and their own education. Students and faculty and administrators, friends and strangers, the apathetic and the caring, these are the faces and minds that mold the philosophy and traditions of Wake Forest.

To engage these people and this school there is a community and a world demanding attention. The Winston-Salem community of Stratford Road homes and East Winston challenges Wake Forest. The Urban Institute, the Speech Institute and the Ecumenical Institute all grow from the University's desire to actively confront its community. In turn there is a dynamic interaction between the student and his community, on an individual basis. In a developing awareness of the plea for universities to contribute to the communities which support them, Wake Forest students operated the Patterson Avenue Mission, volunteered as aides at the Graylyn Child Guidance Clinic and raised money for food for Biafra. Of course, at National Election time students and professors alike campaigned for local and national candidates. Nixon even won the mock election this year—the first time that Wake Forest has ever picked a winner. All the accusations in the student demonstrations and in the newspapers are well-founded unless schools and students alike challenge the inconsistencies and injustices of our world.

Expression of this social consciousness, however, is only a manifestation of the basic lessons of college life. These rather intangible lessons are the insights into alternative solutions to problems and the values and the sensations that a student gleans from his world of classes, entertainment and friends.

In some classes, for instance, a student may have that true learning experience which lasts for only a few minutes. That is, he may suddenly see a relationship



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or a rationale which never existed for him before. Or he may have fun proving a theorem. This excitement in learning is part of the motivation in education. It is indeed sad when a student hears a poem read to him in class, and he is embarrassed because it makes him want to cry or because he wants to jump up and say, "Hey, I've felt that way, too." No one should feel this type of embarrassment. True learning cannot take place until there is an emotional response.

Nonetheless, some students complain of a non-intellectual atmosphere. They bemoan superfluous courses and an infrequency of seminars and independent study. They say that professors merely lecture and never encourage class discussion. But they note, too, that when discussion is encouraged, many students do not participate. Much of what these unsatisfied students seek is already at Wake Forest; it is here for them to take an active interest in and to build upon. But the challenge of this sensitive atmosphere and demanding curriculum will not be laid in their laps, it will be available for them to grasp.

Of course, there are other students who do not care at all for arguing radical ideas or confronting new attitudes. Even in their conservatism, however, they have learned from their exposure to these ideas. A small

class in which they can talk and disagree with their professor is not where they feel most comfortable; they would rather take lecture notes. And text books are what they prefer in classes; they do not work well within the confines of a reading list or student investigation and presentation of a topic. Because these students are more at ease in and more familiar with this atmosphere of lectures and objective quizzes they do not seek out such field studies as the Anthropology department's summer in Belize or the freedom of independent study.

Wake Forest offers both of these atmospheres to the student, as its liberal arts curriculum demands. If the idea of this polarity in academic structure is bothersome, one must realize that each student will seek and develop his most conducive atmosphere for study. In the curriculum changes which are promised for the near future, students will find new structures to meet their needs and new and exciting challenges. This is the tradition of Wake Forest.

A parallel to these disparities of academic life is the range of life styles of the different students. For the die-hard Greek there is a fellowship that exists best where it is talked about least, and for the independent, as many friendships and activities as he craves.

*Outwardly Wake Forest exists in
its red brick and white columns.*

It makes no difference whether a person is a joiner or an activist, a dedicated member of one organization, or a person who needs all his time to study. The people he lives with and the hilarious experiences he has while working in an organization could compile his memories of college. But so could the idea that his time was his own, and that he had no responsibilities except to himself. And as for relaxation—that is entirely up to the individual. The parties are always there, and so are the CU concerts. Possibly, he would rather go to a violin concert, take a walk in the gardens or sit down and read the book that he has been saving for such a long time.

Whatever the student is looking for in college, it is his individual responsibility to find it. In the process he is bound to change, as is the system of which he is a part. But it is his obligation to take an active part and to care. He must also think and use his values by doubting and questioning. Finding out more about himself and his world, he will be able to express himself creatively; sensitive and enlightened communication is, after all, the only means to order and progress. Ultimately, it is the only means to the life of productivity and joy that comes with committing oneself to what one does best.

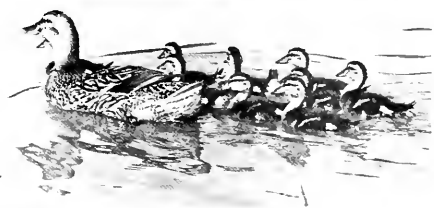




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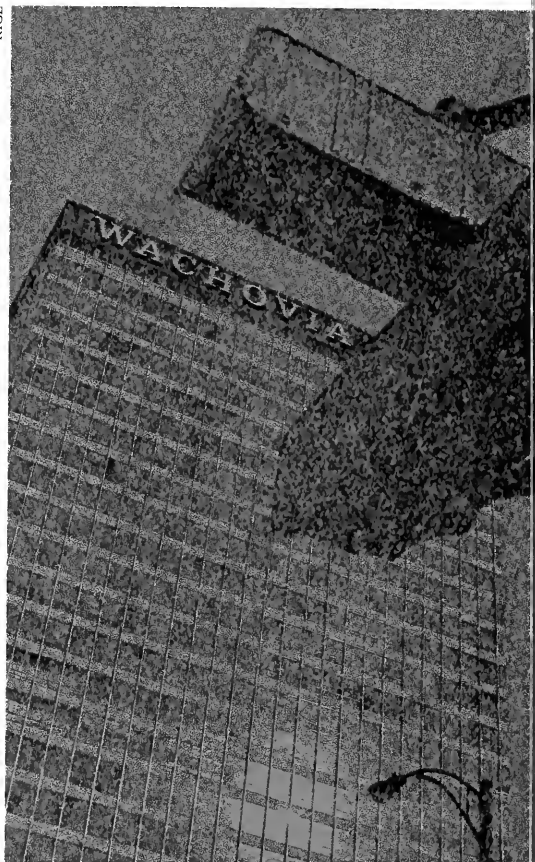
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HUX



RICE





The Winston-Salem community of Stratford Road homes and East Winston challenges Wake Forest.





*These are the people
who make Wake Forest.
Their faces reflect its spirit.*

EARP



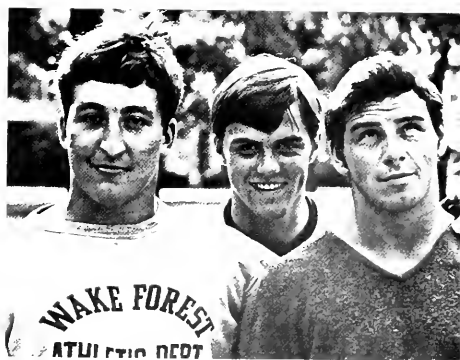


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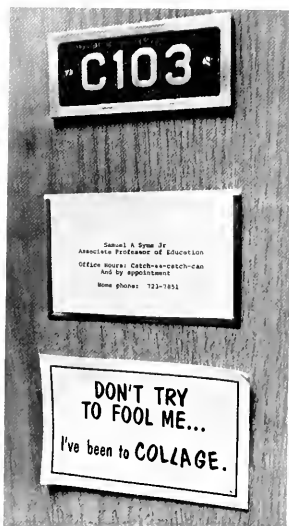








*Campus signs
tell of the
student's
world.*

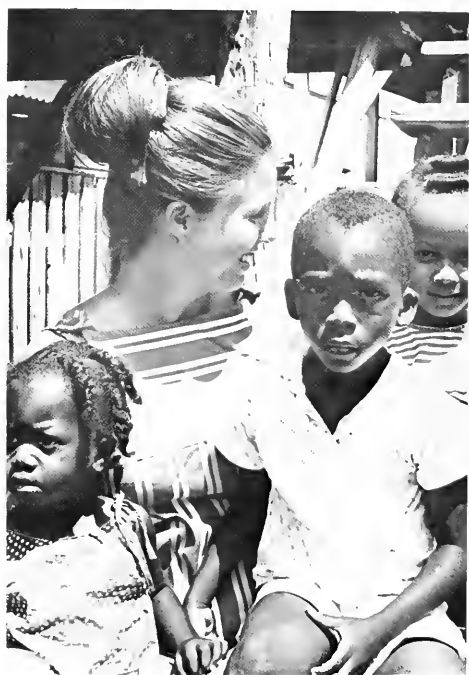




*There is an active confrontation between
the students and their community.*









*True learning takes
place through an
emotional response.*







*Whatever he looks for in college, it is
his individual responsibility
to find it.*



MCNEILL



DAUGHTRY



EARP









Mc NEILL

The general trend of our academic community is toward student self-expression.



ACADEMICS

To be a student today is to be part of a demand for independence and for the right of self expression in all phases of the learning experience. In this era of student rebellion, the uniqueness of academics at Wake Forest is determined by an administration which has foreseen problems and has begun changes without the pressure of student revolt but with the invitation to students to suggest and propose. The general trend of our academic community is toward student self-expression. It has recognized that a student cannot be forced to learn, and that learning is a process of acquiring and integrating knowledge which specifically adds to one's own ideals and philosophy. This trend accounts for the great variety of differences among students and their interests, and thus provides opportunity for individual development and responsibility.

During the summer of 1968 the first of the year's liberalizations was introduced to Wake Forest students. The abrogation of *in loco parentis* was defined in the letter to all students: "The University's traditions and principles accepted . . . in the act of voluntary registration evolve from the core . . . of freedom and responsibility . . . It is presumed that the student who elects to come to Wake Forest does so with the intent of being in fact and spirit a cooperating member of this community." Freedom has become an active responsibility in the institution of unlimited class cuts and the relaxation of coed rules. The Dean of Women's statement to the coeds is applicable to all phases of college life: ". . . It is the responsibility of the student herself to keep her parents informed of her plans and activities." Each student is presumed to have attained a level of maturity and development which will enable him to answer for his actions and to shape his own character.

During registration class schedules reflected further changes with the introduction of more seminar and discussion groups to supplement lecture courses. And

for the first time a Negro history course was offered with the promise of a history research course to be added in the immediate future. Emphasis on the individual student's preparation for more advanced studies, as evidenced in the addition of an extended general biology course for potential majors, has become the goal of the entire academic community. Intellectual development and opportunities were extended beyond the walls of Tribble and Salem to study trips for art, theatre, and anthropology groups and extension of the foreign exchange student program.

Perhaps the most noticeable impact of student desires and action has resulted in experimental programs. Pursuance of knowledge in the purest and most noble sense was reflected in the establishment and support of the Experimental College. Hobbies have become genuine interests and learning has become an activity and goal within itself, without promise of reward or threat of punishment.

The most recent and demanding aspect of a changing view at Wake Forest, however, was the new chapel policy. Although experimental, it provides an opportunity for the students to accept their own demand for self expression, freedom, and responsibility. If the experiment is successful, aspirations for the future may become facts of the present. The students must accept this responsibility and integrate it into a heritage for future classes.

The new vigor of Wake Forest is spreading throughout campus life. As it endeavors to mature the attitudes and insights of its students, the University is reaching out to new areas of development, and striving toward the realization of its goals. While maintaining its tradition and order, our academic program is changing to keep abreast of the times, the place, and most importantly of its own substance: the students.





President, Dr. James Ralph Scales

ADMINISTRATIVE PROBLEMS AND PRIORITIES

When asked to enumerate the special problems and priorities of a small, private university as compared with those faced by a large, state-supported school, several members of the Wake Forest Administration agreed that in many respects these areas of concern are not different in the different schools. One administrator noted that the difference is more a matter of emphasis, while another pointed out that it is the direction taken to solve problems and determine priorities that varies with the individual campus.

Provost Wilson came closest to defining the difference by stating what he considers to be the two main responsibilities of all universities, one of which he designates as the particular responsibility of the private college.

First, Dr. Wilson mentions the fact that all universities have an obligation to educate large numbers of people. Even the smallest colleges are under increasing pressure to expand as more and more young people want to go to college.

The second common responsibility of all colleges is "to train in the best possible way those people who have the best minds."

Dr. Wilson believes that "the task of the private college is to undertake the second responsibility." The small, private institutions cannot educate the masses, but they can educate the best. It is "our natural function," Dr. Wilson says, "to train the leaders."

It is how Wake Forest accomplishes this task that distinguishes our small, private university from all the others in the same category.

The ideology of the university, which includes its goals and the philosophy that supports them, is the



Vice President, Gene T. Lucas

The small private university is distinctly selective in standards and priorities in the face of increasing educational demands and decreasing availability of funds.

Provost, Dr. Edwin G. Wilson



guideline for making all policy decisions. The kinds of people that make up the college community and the issues with which they are involved affect the course followed in solving problems and choosing priorities. And the financial resources that support the university, where they come from and how they are allocated, not only implement the decisions but have a direct effect on their determination.

In most universities it is still the administration which is primarily responsible for shaping these concerns. Mr. Gene T. Lucas, Vice President in charge of business and finance, is primarily concerned with the acquisition and allocation of funds. He sees as basic to the operation of all universities the problem of "how to get enough money to operate." He believes that the most pressing problem of the private college is "operating a quality institution of higher education without demanding that students pay a disproportionate share of the cost." He says that, historically, students should only be paying for the instructional program with outside money paying all other university expenses.

As of this year, Wake Forest students paid only 53% of the total cost of their education, a relatively low percentage for the size and quality of the school. Wake Forest has been very fortunate in the past to receive many restricted and unrestricted gifts, grants, and endowment monies, all of which pay for programs other than educational instruction. This year the college received an unrestricted endowment from the Z. Smith Reynolds Foundation amounting to an additional \$150,000 annually to be used in increased faculty salaries. There was also a renewed drive this year to encourage unrestricted annual giving by alumni. Though sometimes used in "unglamorous" ways, these gifts are a source of greatly needed funds.

Mr. Lucas suggests several priorities for this year and the near future while explaining that the order of any such list is necessarily subject to change upon receipt of funds to initiate a particular program.

Mr. Lucas realizes that "we are committed to a graduate program because we have committed ourselves to university status, but we are committed to a graduate program which will not debilitate the undergraduate program." This means that the University will have to find new monies for the development of such a program.

In terms of physical plants, Mr. Lucas mentions dormitory space for women, a Fine Arts center, a Health Center which will include the Psychological Testing Center, and a physics and math building. In addition he sees as a "fairly immediate need" a new place for the band to practice, a place which is "attractive, convenient, and comfortable."

In other areas of campus finance Mr. Lucas recognizes as necessary, improvements in the existing plants; increased compensation for non-academic employees; and a more efficient, and possible computerized, system of bookkeeping.

The selection of the people which make up the University community is another area of administrative activity in which a definite policy is needed. And here

"It is important for an education to involve a kind of dedication to service."



again Wake Forest emphasizes certain goals and responsibilities within which the Administration operates.

Of the three to four thousand applications received each year, William Starling, Dean of Admissions, is instructed to select eight hundred to one thousand. Out of these, around 650 usually accept. He explains that the main problem in the selection arises only when the last three hundred spaces remain to be filled. It is between these applications that fine lines of distinction must be drawn.

"I do not run a negative admissions board," Mr. Starling says; and he explains further that "we look for pluses" which he terms "distinguishing characteristics." It is these characteristics which reflect the broader values of the University.

Dr. Edwin G. Wilson, Provost of the University, names three of these distinguishing characteristics which the University values most highly. Wake Forest is interested in "the degree to which a student has proved himself capable of coming successfully through competition." Objective criteria are available for judging this, and the easiest way is to compare achievement test scores with rank in class.

A second criterion for judging applicants is a particular student's "character to persist." By character, Dr. Wilson means "integrity, decency, commitment of some kind, a lack of meanness or self-centeredness," in short, those traits which make a student a "unique and exceptional person in terms of his own fiber." A third distinguishing characteristic is the possession of creativity. Sometimes the student with this talent may not possess either of the first two traits; but, though he may not be successful or popular, he has a talent worth developing for his own good and the good of the University.

Consideration of this third characteristic suggests a larger problem of any university which must be highly selective. Mr. Starling describes the problem as one of deciding how to provide for a well-rounded student body. This can be done by accepting only "well-qualified, well-rounded students" or by accepting students who are not individually well-rounded but whose interaction will generate a balanced community.

Wake Forest has come to emphasize the latter technique. The University's philosophy behind this is expressed by Dr. Wilson when he says "a good university cannot be made up solely of conforming students."

Dr. Wilson and the academic deans are in charge of determining the immediate and long-range goals of the educational program of the University. In doing this they decide the academic priorities.

One issue commanding special attention this year is the discussion of curriculum and calendar reform. Dr. Wilson feels that the present curriculum does not "reflect the needs of our time." It is, however, the faculty's position to make the decision in this area. The administration can only serve in an advisory capacity. Whatever reforms are made will take several years to implement, but it will no doubt take that long to organize the new system.

Another immediate priority of the University is the development of a good graduate program. But before

the University decides to offer graduate work in a department, it must consider whether the department wants a graduate program, whether the department is academically ready for it, and whether the program could contribute to its own financial support.

As for the kind of graduate Wake Forest foresees, Dr. Wilson describes him as "an enlightened participant in society. A good college education," he explains, "should eliminate intolerance, bigotry, and a materialistic attitude toward life. It is important for an education to involve a kind of dedication to service." Dr. Wilson also thinks that it is the University's responsibility to turn out a graduate who is "liberated from points of view which he cannot intelligently and rationally justify. He should be a citizen who, with a clear head and without first attending to his own selfish motives, can look at problems and issues and be willing to take a stand on them, a stand that is fair, and generous, and creative."

These are the goals that the University holds for its individuals, but they are a reflection of the goals which the University holds for its entire community.

President of the University, Dr. James Ralph Scales, believes that the main goals of Wake Forest should be academic strength and moral courage. "We fail our students," he says, "if we don't give them examples of excellence, if we compromise or temporize with the forces of disintegration or with critics who are myopic about the mission of the University, if we allow ourselves to become paralyzed by the problems of behavior so that we cannot attack our educational problems." Furthermore, he feels that the mission of the private university is to respond to its constituencies because "decent respect for the opinion of mankind ought to influence our actions and public pronouncements."

Still he believes that Wake Forest should take advantage of its size and strength which allow more freedom for experimentation. "We are challenged to change

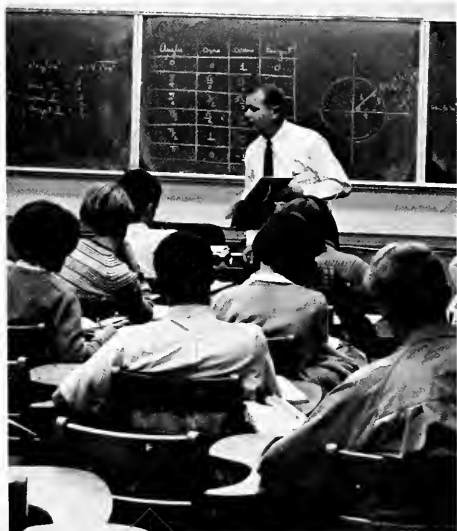
our ways," he says, "and we have to adapt. This is the first law of life." In carrying this idea further Dr. Scales adds, "We must support unpopular ideas and unpopular people." He accepts this responsibility as an "uncomfortable position but a necessary one for an institution devoted to rational processes."

Dr. Scales believes that our financial problems can be solved because people "will pay for quality, and they will support excellence." But he asks at the same time, "How much support do we deserve if we sell our independence of thought and action for the temporary popularity that comes with crowd-pleasing?"

Dr. Scales believes, also, that the university is committed to encouraging student involvement. "I do not fear student power," he explains. "It has a great deal to recommend it. It is compounded of many elements: great energy, great intelligence, and a moral commitment that is stronger very often than that of their elders. At the same time, of course, there are limits, legal, moral, and practical to the exercise of student power."

At the same time, the President recognizes the University's obligation to the community. "We, as a corporate citizen of Winston-Salem, must take the leadership in providing social services and experts in special areas of our competence." He believes that Wake Forest can help establish "proper patterns of life" in these trying times of social change. Although the traditional liberal arts curriculum receives first priority for Dr. Scales, he cautions that "if we ignore our obligations in the public sector, there won't be a liberal arts curriculum to be defended."

The Administration has set commendable goals for the University, but as can be inferred from their comments, they also have problems to solve and responsibilities to meet. It is in the successful achievement of these lesser goals that the higher ideals of the University will be met.



CURRICULUM CHANGES

Foresight and innovation reflect a trend toward a more varied opportunity and freedom of self-expression.

"We are basically explorers. Our job is to examine and evaluate any suggested idea, no matter how wild; to gather a consensus of general opinions from students and faculty, and to research and study the curriculum programs of other universities throughout the country." This statement by Dr. Phyllis Tribble summarizes the purpose of the six-man faculty committee appointed in the spring of 1967 to evaluate possibilities of curriculum reform at Wake Forest. Throughout this year the committee spoke with most departments of the university and attempted to interview and survey an accurate cross-section of Wake Forest students.

The committee was headed by Dr. Thomas Turner, professor of physics. Members included Dr. Edwin Wilson, provost of the University; Dr. John Woodmansee, assistant professor of psychology; Dr. Phyllis Tribble, associate professor of religion; Dr. Doyle Fosso, assistant professor of English; and Dr. Donald Schoonmaker, assistant professor of political science. With the compiled findings from the interviews and research, the group submitted a report to the faculty before making final recommendations which may be effected before 1970. This data is to be used in revising present courses and in designing a more varied curriculum at the university.

Although many students were invited to discuss and criticize the present teaching system, student response was negligible. Whether it was a lack of concern, a lack of time, or a prediction of futility that restricted the students from utilizing this opportunity is not exactly known. Yet, it is essential that the students do formulate and express their opinions on the subject. As Dr. Turner stresses, "We are concerned only with the students. It is their problem and we are here to try and help them solve it. Without their help and their support, the whole attempt is pointless."



Grady Patterson, Registrar

Merrill Berthong, Director of Libraries



Marvin "Skeeter" Francis, Director of Sports Information





Robert Dyer, Assistant Dean

Of the groups that were interviewed (such as the Carswell Scholars, MRC members, and Tassels) the most common complaint dealt with the lengthy list of basic requirements. Science majors maintained that the language requirements were superfluous and cumbersome, while humanities majors expressed similar views about the science requirements. The student consensus was that the mandatory courses be reduced allowing for an extended choice of electives. The faculty committee, too, reflected the trend toward more varied opportunity for the students through development of a curriculum with greater flexibility, and establishment of challenging programs for superior students. As one member expresses it, "We would like to see the introduction of more seminar classes. We feel that if a student has a lecture of eighty or a hundred pupils, such as in the sciences and history, he should also have an opportunity to attend a seminar class of ten to fifteen students. Perhaps in this way, the students and their professors could learn more about each other."

Calendar changes were considered secondary in importance to curriculum problems, yet students and faculty both urged the institution of a five day week, and suggested the tri-mester plan, permitting the students

Mark H. Reese, Dean of Men

Lu Leake, Dean of Women



Colonel John F. Reed, Director of Placement



Dr. Leon Hollingsworth, Chaplain



Melvin D. Layton, Director of Grounds
Royce R. Weatherly, Director of Buildings



Harold S. Moore, Superintendent of Buildings and Grounds



Dr. Thomas M. Elmore, Dean of Students





Thomas P. Griffin, Director of Residences



Russell H. Brantley, Director of Communications

a choice of calendar, a reduction of course load, and such alternatives as outside research projects and independent studies.

Although the work of the committee has been promising and encourages optimism, immediate and drastic revisions in the curriculum are not forthcoming. An expanded academic program would require an enlarged faculty, additional classroom space, and more extensive financial support. And we must realize that valuable and lasting changes must evolve gradually, and that with student acceptance and patience these aspirations can be transformed into realities. We need only be reminded of the unlimited cut policy instituted last fall, the experimental chapel policy of spring semester, and the posting of the exam schedule at registration, to recognize the concern of the faculty and the administration for student interests and opinions. On this basis Wake Forest University can look to an increasingly brighter academic future.



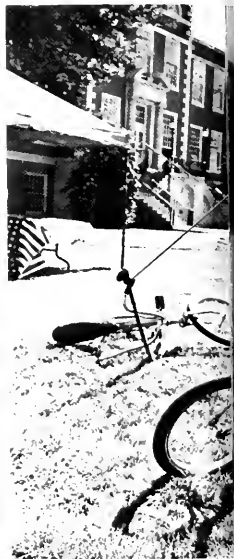
John G. Williard, Treasurer



William G. Starling, Director of Admissions



A SPECTRUM
OF
BACKGROUND
ACTIVITY







THE LIBERAL EDUCATION

A common undergraduate version of the academic game is to make away with as much treasure and as little learning as possible.

BY DR. THOMAS E. MULLEN

When discontent, conflict, and rapid change are the order of the day, many of us are inclined to place a premium on stability and continuity. When some seek change for the sake of change, others will cling to tradition for tradition's sake. Under these conditions, no matter which camp one is in, it is easy to lose sight of one's real objectives.

For the American college and university the present is (as everyone knows) such a time of turmoil. This being so, it seems appropriate to ask again what college is all about, and whether in the idea of liberal education there are not goals and values that transcend our heated fancies of the moment.

In my own view the heart of liberal education, and therefore the central business of the liberal arts college, is change. But what I refer to is not change for its own sake. It is change in particular directions and for a particular principle. That principle is nowhere better expressed than in the phrase *Pro Humanitate*. To be more specific, I think the primary goal of Wake Forest College is to provide conditions conducive to certain changes in its students. Admittedly there are plenty of non-students in the college community who could stand a few changes too. But it is not they who give the college its reason for existence. Nor do I mean to imply that students are so many hapless guinea pigs on whom the faculty practice their pedagogical experiments. The changes I have in mind come about only if students accept them as desirable ends and participate voluntarily in achieving them. These changes, reduced to their low-

est terms, have to do with three things: motives outlook, and capacity for enjoyment.

My acquaintance with three generations of Wake Forest undergraduates dictates the conclusion that the bulk of students who enter this college have little notion of why they come. Someone paid the freight, so they are here. Though there are always exceptions, freshmen seem to regard the academic side of college as a sort of contest. The protagonist in this duel is the reluctant student, warily eyeing a foe who would plunge him into the waters of learning and drown him there—or else harpoon him with a lethal F. The instructor (for such is the fearsome antagonist) has the dual object of bloating his student-opponent with knowledge while shielding from him a glittering treasure of A's and B's. The aim of the freshman, naturally, is to make away with as much treasure and as little learning as possible.

Clumsy exaggeration aside, we all know students (and not only freshmen) who seem to devote their best effort and ingenuity to finding the path of least academic resistance. They see in every "free cut" a reason to celebrate. The extent of their effort in a given course is rigorously restricted to "minimum requirements." A hint from the instructor that they are free to read more than that minimum is always good for a laugh. The only motive of such "students," apparently, is to obtain a degree, if indeed they are kept in college by anything but inertia.

Somehow, somewhere between freshman orientation and graduation, colleges are obliged to bring the

Dean, Thomas E. Mullen



most desultory student to the point of taking a second look at himself and the academic game he is playing. It is the responsibility of the college to drive, persuade, or trick him into asking himself, "What am I doing here? What is the use of my going to college? From the perspective of five years after graduation, or maybe ten, what will my four years of undergraduate life have been worth?" By his senior years, at the latest, every student should be able to find some encouraging answers to these questions. He should be able to recognize professors not as enemies but as fellow laborers in the intellectual vineyard, generation gap or no. Above all, he should find within himself, and not in the demands of courses or catalogs, not in the expectations of parents or friends, the motivation to learn, to investigate, to think upon the meaning of things and ponder them in his heart.

If the college years are a time for finding one's well-springs of action, they offer at the same time an opportunity to enhance one's breadth and liberality of outlook. To be sure, some students come to Wake Forest from backgrounds so varied and interesting that they may find here little that seems entirely new. But it is surely true that college offers most students their first opportunity to meet, talk, and make friends with people from a good number of foreign countries as well as from many distant American states. Not a few freshmen come to Wake Forest with rigid preconceptions about politics, religion, race relations, and how to get a date. Some, I have no doubt, leave as graduates



Academic changes involve motives, outlook, and capacity for enjoyment.



without having considered or reconsidered any of those preconceptions. Such students bulldoze their way through life. They become educated bigots, but bigots all the same. They miss all that is liberal in a liberal education.

For the most part, however, the liberal arts college does make for liberality of outlook. Living and working and engaging in bull sessions with the heterogeneous population of a college campus compels one to look again, and more critically, at his own views and prejudices. Personal experiences—a chance friendship with someone of a different race and culture, a bus tour to New York with someone whose political notions seemed absurd until explained in depth, the reading of a novel with whose hero one could closely identify despite his being “suckled in a creed outworn”—such experiences probably occur more frequently and strike us with more telling force in the college years than at any other time of our lives. No one can accurately measure the effect of going through college upon our willingness and ability to put ourselves in the position of another, our willingness and ability to modify or give up a deep-rooted opinion when the evidence requires it. In any case it is to help students increase their ability to do these things that liberal education exists.

I suspect that, even among lovers of opera, there are those who at times tend to agree with Mark Twain that Wagner's music is really better than it sounds. But this is an unfair statement for me to make, because my devotion to the study of Wagnerian opera has been something less than complete. In fact I have never witnessed a full-length production on the stage and have heard no more than excerpts on radio and recordings. In short, I have never learned to enjoy Wagner properly, but one of these days I propose to make a renewed effort. If the attempt succeeds, my own education will have proceeded a bit further, even at my advanced stage in life. And all this I shall owe to some friends of my college years, music majors, whose mysterious dedication to their art intrigued me.

College students have an incomparable opportunity to learn how to enjoy the finest flowering of man's creativity. Where, if not in college, will a young man or woman discover something of the appeal that a good poem has for one who writes or at least studies poetry? Where, in this academic year 1968-1969, can one find a better opportunity to enjoy a representative selection of the filmmaker's art than in the film programs of certain colleges, including Wake Forest? When, if not during his undergraduate days, will a student learn what it is like to listen to one of the richest, best trained voices in the world? The possibilities are there, too many to describe or count. With an ounce of effort every college student today can develop his sensitivity to a wide range of the creative, from painting to theology, from scientific research to Montserrat Caballe's high C. He may even learn to enjoy Wagner.

The changes that may take place in college students are by no means all encompassed within the potential changes that I have tried to describe. A person might change drastically in these three respects and yet learn nothing about the structure of the English language, the diplomacy of Cavour, or the effects of carbohydrates on the liver of a mouse. Nothing specific has been said about the development of a spiritual awareness, an ethical concern, a sense of social responsibility. The liberal arts college as I understand it has a vital obligation to its students in these areas, just as it has an obligation to help students lay the groundwork for careers in medicine and business, in teaching and law. In my view, however, no matter what else the college may do, it will have served poorly those of its students who are not moved to reassess their motives, who do not become broader and more tolerant of outlook, and who do not become more responsive to the beautiful, the good, and the true. The college that fails in these respects will deserve the criticism that will surely fall its lot.



BASIC COURSES

*A university demands
basic requirements,
but our society demands relevance.*

Students and faculty in nearly every American university are questioning the assumptions underlying 'basic requirements'. Some of the questions are valid; others, obtuse, if not irrelevant. But all the questions demand responsible attention and responsive voices.

In the American educational philosophy, basic requirements are justified by the validity of a 'liberal' education. If in an age of understanding and insight, then liberal education should mean the expansion of minds by the exposure to man's accumulated knowledge. It should also mean the realization that exposure to knowledge by itself is insufficient; after exposure there must be development of the self with the knowledge. Thus the major obstacle to a liberal education and therefore, the major criticism of basic requirements, is the enormity of man's accumulated knowledge. To worsen the situation further, there is the lack of swift and effective means for overcoming this obstacle. A final complexity appears when we hear the student cry for relevance; this is perhaps the most significant lifting of voices in our time, and it cannot be dismissed nonchalantly. Basic requirements must speak to the here and now and the education must truly be liberal.

Many who face this predicament resign themselves immediately; the task is impossible, they say. But this out is too easy. Threading our way through the predicament is not going to be easy at all, but we must expend the energy necessary for it, or suffer. We cannot continue to splinter ourselves intellectually into smaller



and smaller camps: that can only end in prejudice and bitterness. We must expand our minds and achieve sympathy with the total range of human experience. At the same time we cannot stifle the growing desire in our youth to acquire talents and knowledge relevant to the alleviation of our present anxiety. The enormity of knowledge, the historical perspective afforded by studying past knowledge, the sympathy with today's suffering people must all be incorporated into the 'liberal education', into basic requirements in our universities.

This 'must' means, above everything else, the combined effort of student, teacher, and administrator to design and implement basic courses in such a way that their past significances (as in history, religion, English, previous scientific insights) are given present significances as well. This 'must' means students should realize that history is not dead but forever vibrant in the present and that teachers should realize students live in the present. A certain compassion is needed from all. We are afflicted by severance from the totality of present human situations; we must bind now rather than sever. What cords we use to bind us together again are mostly unknown now. We have only begun to realize the extent of the problem, for our own time. But that is a major step taken. Much thought and more compassion will enable our second step; here at Wake Forest our wobbly knees are beginning to strengthen, and they will become stronger as we take a stand.





Ralph Fraser, Karl Rupp, James O'Flaherty (chairman), Wilmer Sanders, Dale Bridgewater.

GERMAN FACULTY



ROMANCE LANGUAGE FACULTY

First Row: Louisa Freeman, Jeanne Louis, Shasta M. Bryant, Hiran Jenkins, Kay Bourquin, Ruth Campbell, Mary Robinson (chairman). Second Row: Teddy Jensen, Harold Parcell, Harry King, Richard Shoemaker, John Parker.

PHILOSOPHY FACULTY

Marcus Hester, Robert Helm (chairman), Gregory Pritchard.



John Roberts, Hubert Hawkins, Carl Harris, Edmund Allison, Elizabeth Merrill, Cronje Earp (chairman).

CLASSICAL LANGUAGE FACULTY



HISTORY FACULTY

First Row: Edward Platte, James Barefield, Lowell Tillet. Second Row: Michael Sinclair, Merrill Berthrong, Edwin Hendricks, Cyclone Covey. Third Row: Henry Stroupe, Mowbray Tate, Richard Zuber, James McDowell, Howell Smith, Lorraine Van Meter, David Hadley, Richard C. Barnett (chairman).





MUSIC FACULTY

Paul S. Robinson, Christopher Giles, Thane McDonald (Chairman), Elizabeth M. Thigpen, Lucille S. Harris, Ethel L. Kalter.



PHYSICAL EDUCATION FACULTY

Harold C. Rhea, Micheal L. Pollock, Sandra I. Shockley, Harold M. Barrow (Chairman), Leo Ellison, Marjorie Crisp, Dorothy Casey, Stephen E. Klesius, Nathan T. Dodson, Glenn A. Dawson.





Seated: Calvin J. Roetzel, Theodore J. Weeden, John W. Angell, Phyllis Tribble, Emmett W. Hamrick. Standing: J. McLeod Bryan, Robert A. Dyer, Thomas J. Griffin (Chairman), Ralph E. Mitchell.



RELIGION FACULTY

SPEECH FACULTY

Franklin R. Shirley (Chairman), Julian C. Burroughs, Merwyn A. Hayes, Harold C. Tedford, Donald H. Wolfe.



ENGLISH FACULTY

First row: Henry L. Snuggs, Dalma Brown, Beulah Raynor, Elizabeth Phillips, Judy Jo Small, Gail Howard, Bynum Shaw. Second row: Justice Drake, Robert Lovett, A. Lewis Aycock, Thomas Gossett, Doyle Fosso, John McDonough, Robert Shorter, John Carter (Chairman.)

ART DEPARTMENT

*The formal realization of an
art program
solidifies a liberal arts curriculum.*

Dr. A. Lewis Aycock



In response to rising student interests and to liberal arts demands for cultural opportunities, the Art Department of Wake Forest University was established in the fall of 1968, realizing the forty-year dream of A. Lewis Aycock. The foundations were laid in 1929 when Dr. Aycock, a graduate of Wake Forest College and a professor here, was invited by the Carnegie Foundation to participate in a program at Harvard University to increase art awareness.

Upon returning to Wake Forest he began instructing a course in Medieval and Ancient Art and began gathering slides for the art collection. With the Carnegie Foundation donation of a portfolio of prints and a selection of books for the foundation of an art library, the Art Department began to assume form and substance. In 1943 the College Art Association photographed 4,000 paintings and sketches and made them into slides to add to Dr. Aycock's collection. The collection presently contains over 10,000 slides and is continually growing.

The curriculum was expanded to include courses in Renaissance and Modern Art in 1931, and an American Art course was added in 1963. During this time, Dr. Aycock was awarded several grants enabling him to study at Columbia University with outside work at both the Museum of Modern Art and Harvard, and finally in Europe during the summer of 1966.



University appropriations were not made available for use in the Art program until the campus moved to Winston-Salem in 1956. By the time Dr. Sterling Boyd arrived to head the newly-organized Art Department in September of 1968, the annual allotment for books alone totaled \$1,800,000.

Since Dr. Boyd's arrival from Washington and Lee University, he has enlarged the slide collection and added courses in Italian Renaissance Art. An innovative course in creative art will be instituted for the 1969-1970 year, which will deal with the basic techniques of drawing and painting. Both this course, and the proposed student exhibit for the spring of 1970 will be possible with the fall addition of Ray Prohaska, artist-in-residence.

Dr. Boyd's long-range plans include an introductory 100 level course, a course in printmaking, and trips to the National Gallery of Art in Washington, D.C., and to the art museums in New York City. Dr. Boyd further anticipates that the college will acquire its own art collection, as well as provide a suitable place for exhibitions and for feature speakers. With student interest continually increasing, the Art Department is becoming an integral part of the University's developing fine arts program.

WAKE FOREST



GROUP FLIGHT TO EUROPE

COST: ROUND TRIP FOR 25 PERSONS \$325.00*

LEAVE: BALTIMORE MD. FOR LONDON JUNE 23, 1969

RETURN: LONDON TO WASHINGTON, D.C. SEPT. 3, 1969

FOR: STUDENTS, FACULTY, STAFF OF:
BOWMAN GRAY MEDICAL SCHOOL
NC. SCHOOL OF THE ARTS
SALER COLLEGE
WAKE FOREST UNIVERSITY

* TOUR OF EUROPE, ONLY TRANSPORTATION PER BACK

APPLICATION DEADLINE: MARCH 1, 1969

IF INTERESTED: CONTACT DR. BOYD, ART DEPT.
WAKE FOREST UNIV.

* 25 PERSONS PRICE, DROPS TO \$270.00
* AIRFARE DEPARTURE MAY BE CHANGED FROM
BALTIMORE TO WASHINGTON
* American Airlines*

THE EXCHANGE PROGRAM

Study abroad is an opportunity to know and be involved in another society.

They come . . . they go. They come through such organizations as the African and Latin American Universities and the International Institute of Education; or they come through exchange programs with the Free University of West Berlin or the University of the Andes; or they come on their own. They stay a year or more, and then they go, taking with them that for which they came. Or do they? Is Wake Forest the example of American education, and consequently American society which they are seeking? Does Wake measure up to the educational systems which they left, or are comparisons even possible?

An American student went to France to study and enter its society. And through the French educational system, this American became involved in French society, especially since she happened to be there during the recent student-led revolution.

When the students began their revolution, they realized that not only was something wrong with their educational system, but also with their country in general.



Susan Harward and French family

Therefore, for one month the entire country was paralyzed. The students had shown the French public their courage in protesting what they felt was a poor educational system. Following the students' example, the workers began to strike in protest against the treatment of labor. There were no schools or stock markets open, no news publications or broadcasts, no buses, and there was no mail. Could this happen in America, in even the smallest sense? Poland's Jan Kott, a professor of comparative literature, in response to sociologist Daniel Bell's statement, "The university is the gatekeeper of society," said that the U.S. is not ready for the task. He stated, "After a year at Berkeley, I think the university is a green zone of escape, not a real place in a real world. Two days after the take-over of Nanterre, De Gaulle was tottering, but two months after the take-over of Columbia—nothing. This green zone has to become more involved."

Is Wake Forest such a "green zone of escape?"



Ratish Srivastava of Ranchii, India

Or is Wake Forest "involved"?

Just as the American student discovered in the French university, the Chinese student has discovered in Wake Forest a sensitivity to society. Peter Chow, a senior of Kowloon, Hong Kong, says he feels that the student protests here project the sensitivities of the students, but he feels that these are not necessarily the feelings of society. Yet, Peter feels that it is ultimately the responsibility of the individual student to become involved, and this responsibility cannot be fulfilled by remaining entirely on the campus; the student must make his influence felt throughout the community.

Although Maria Lucia Llano, a sophomore of Bogota, Columbia, feels that Wake's distance from town prevents such integration into the community and prevents her from learning what American life is really like, Safar Nazari, a graduate student of Kabul Afghanistan, does not necessarily agree. While he does agree that most students here are basically of the same social class and intelligence, he cites two instances of Wake Forest students' involvement—one directly with the community and one indirectly with the world.

First, Safar gives the example of last year's march to City Hall, and secondly he recounts this year's drive for Biafra as involvement in the world.

Sophicles Michaelides, a junior of Lanaca, Cyprus agrees with Safar, but says that, more importantly, Wake is becoming more involved and notes the recent establishment of the Urban Institute. But Sophicles has reservations, too. "Students do not come here to escape," he says, "but they do not get really involved either—not as much as students on other campuses do.

And he has France Oldani, a freshman of Mandelieu, France, to back him up. "I don't think it's that much involved," she says, "or even a real picture of American society." Furthermore, she says that Wake does not reflect the unrest in our society today—not even the racial conflict. "Perhaps," she says, "the people here in our educational community are more tolerant than the masses of Americans."

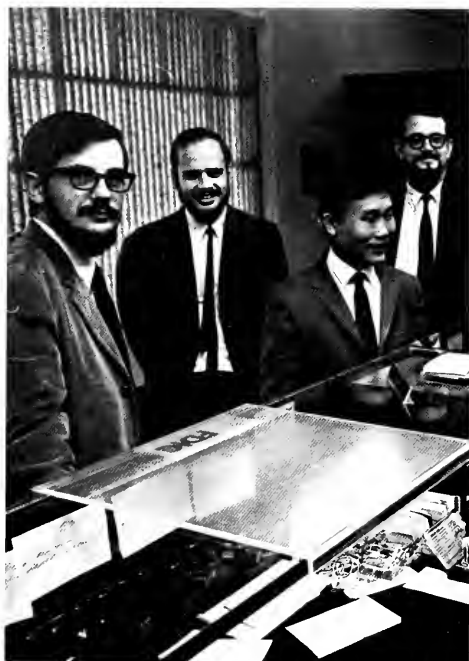
Although the most frank reactions of these observers of the United States may be reserved for their confidants and friends at home, perhaps these statements represent the same knowledge and insight that the American took from France when she left. And hopefully one day our foreign students will even desire to return here.



Maria Llano, of Bogota, Columbia, left and Rhonda Hefner.



William E. Cage, Hugh K.
Himan, Charles Chau-Fei Ou,
J. Van Wagstaff.



ECONOMICS FACULTY



PSYCHOLOGY FACULTY

Richard D. Sears, Jon M.
Reinhardt, David B. Broyles,
Claude J. Richards, Jr., (chair-
man), Neal B. Thornton, Jack
D. Fleer, Donald O. Schoon-
maker, Carl C. Moses.



POLITICAL SCIENCE FACULTY

Herbert Horowitz, John Woodmansee, Charles L. Richman, Judy Stewart, Ronald J. Check, David A. Travland, Robert H. Dufort, David A. Hills, David W. Catron, John E. Williams (Chairman).



Wesley D. Hood, Jerry A. Hall, Samuel A. Syme, John E. Parker, Jr. (Chairman), Jasper L. Memory, J. Don Reeves, Herman J. Preseren.

EDUCATION FACULTY



SOCIOLOGY AND ANTHROPOLOGY FACULTY

E. Pendleton Banks (Chairman), Stanton Tefft, Philip Perricone, John Earle, William Gulley, Howard Schwartz, Clarence Patrick, David Evans.

BUSINESS SCHOOL

A new dean, a new building, and an expanded program indicate the Business School's development of a separate identity.



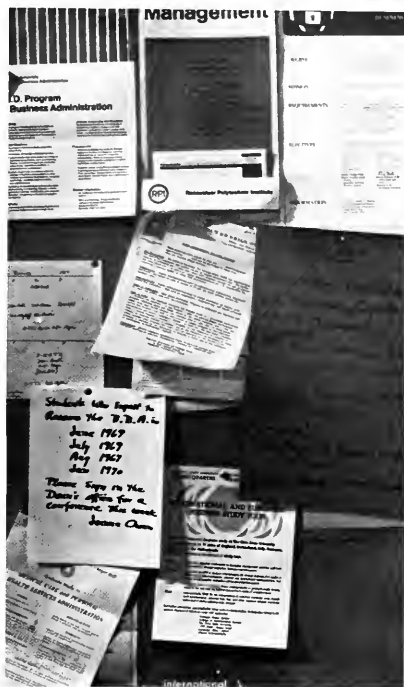
Dean, Jeanne Owen



MANAGEMENT INSTITUTE: Cathy Fink, Ralph Heath (director), Judson DeRamus, Phyllis Harper, Sandra Buchanan.

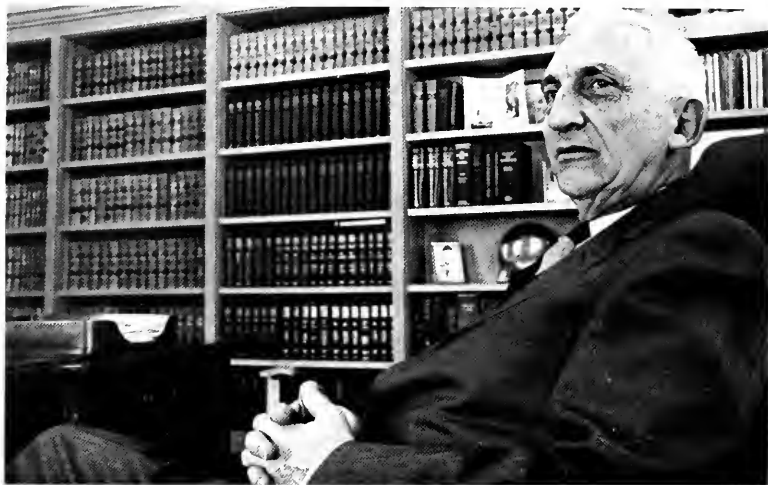


BUSINESS FACULTY: William Cage, Ralph Heath, Van Wagstaff, Hugh Himan, Jeanne Owen, Leon Cook, Raymond Conely, Charles Chau-Fei Ou, D. P. Hylton.



LAW SCHOOL

The retirement of Dean Weathers brings an end to an era of



Dean Carroll W. Weathers



growth and tradition.

*The new dean must respect
and build upon the past, but he can
not fear the challenge of innovation.*

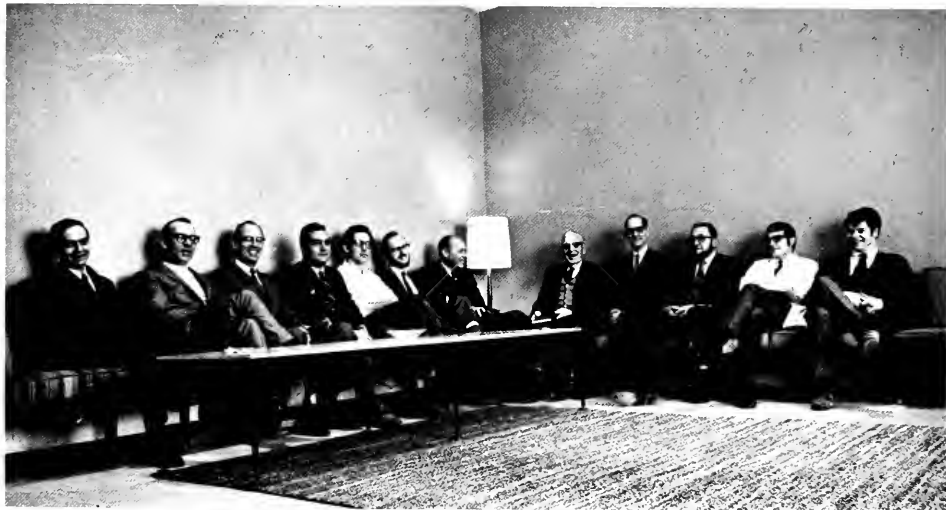


LAW FACULTY: Hugh Divine, McGruder
Faris, Leon Corbett, James Webster, James
Sizemore, Henry Lauerman, Robert E. Lee,
Richard Bell.



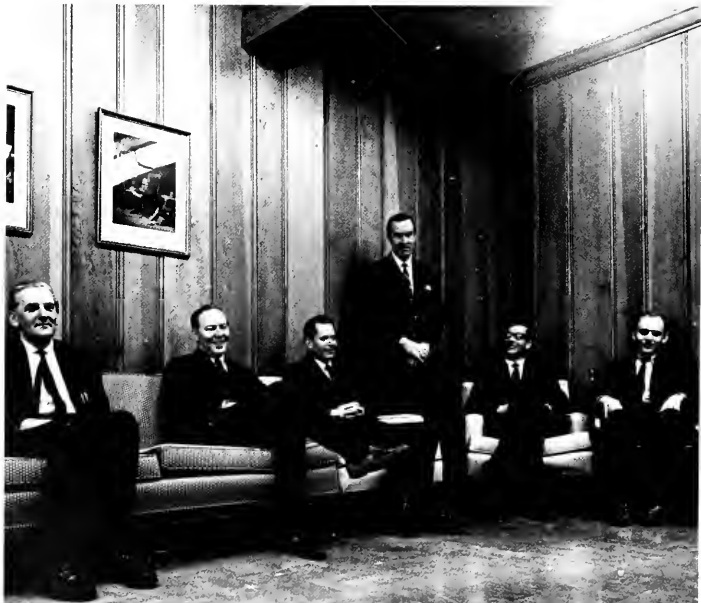
Raymond L. Wyatt, Robert L. Sullivan, John F. Dimmick,
Thomas Olive, Walter S. Flory, Peter D. Weigl, Charles M.
Allen, Elton C. Cocke, James C. McDonald, Ralph D. Amen,
(Chairman) Gerald W. Esch, Raymond E. Kuhn.

BIOLOGY FACULTY



PHYSICS FACULTY

Ysorand Haven, George P.
Williams, Robert W. Brehme,
Thomas J. Turner (Chairman),
Howard W. Shields, Rolf
Woldseth.





Paul M. Gross, Jr., Harry B. Miller, Philip J. Hamrick, James C. Blalock, Ronald E. Nofle, John W. Nowell (Chairman), David R. Eckroth.

CHEMISTRY FACULTY



MATHEMATICS FACULTY

John V. Baxley, W. Graham May, Roland L. Gay, Alfred T. Brauer, Ben M. Seelbinder, Daniel J. Richman, J. Robert Johnson, Jr., J. Gaylord May, Frederic Howard, Marcellus E. Waddill, Ivey C. Gentry (Chairman).



MILITARY SCIENCE

The ROTC program reveals a predisposition to leadership.

Let's face it. Few college students are going to jump into the ROTC program out of sheer enthusiasm. Instead, the facts that Uncle-Sam'll-get-ya-if-ya-don't-watch-out and that ROTC is the easiest path to the rank of officer more often than not motivate the hesitant shuffle to the little table stuck in the corner during registration.

Plain nonchalance may account for the drop in ROTC enrollment this year. Perhaps a new administration's promise of a volunteer army or the peace talks in Paris also had a hand in buttressing students' confidence—or at least their gambling propensity.

The Military Science curriculum has often drawn fire from every quarter of the campus. Students who have decided to cross the bridge when they come to it occasionally howl at the mass of cadets executing left face, right face, about face and forward march every Tuesday afternoon (not that the cadets themselves are overly enthusiastic about drill). Several campus scholars point to the relatively picayunish curriculum and argue that, if ROTC is going to be maintained at all, it should be without academic credit. Even some alumni have voiced complaints about the program. However, the department and a number of its students maintain that the courses are not just QP hours and do in fact warrant credit.

Supposedly the "leadership laboratory," as the University catalogue calls drill, inculcates into cadets confidence in their authority and a sense of military



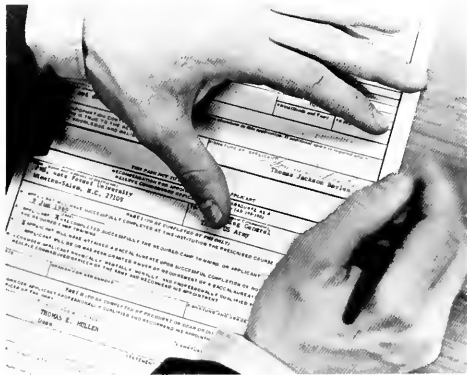


ROTC FACULTY: First Row: Col. Hugh J. Turner, Cpt. Westford D. Warner, Sgt. Thomas L. Johnson, Sgt. Edgar E. Shiver. Second Row: Mjr. Raymond E. Burrell, Cpt. Thomas C. Richardson, Cpt. Eddie J. White, M/Sgt. David Tinga.

bearing. More often, it offers a challenge to devise new forms of sickness in order to escape the Tuesday regimen. And if a cadet manages to keep his Tuesday appointment with the Army, he spends the hour and fifteen minutes dreaming up schemes to make the period as unproductive as possible.

In comparison, there is the summer camp experience in which, as one cadet put it, more is "learned in six weeks than in the whole three years of ROTC." Simulated field conditions and boot camp existence test all the training that the classroom is supposed to provide.

To say that ROTC "builds leadership" is a fallacy. Although it does not create it, ROTC may reveal a predisposition to leadership. However, the uncovering of its pre-existence may be a problem, if the program's main result is to trade creativity and initiative for blind obedience. Because contrary to popular opinion, the military functions on more than obedience.



GRADUATE STUDIES

The striding graduate school accompanies the temporary growing pains of a maturing and rapidly expanding university

Educational systems grow in the same way that the individual grows—gradually accumulating and integrating new ideas with the existing intellectual foundation. The graduate program at Wake Forest University, which offers degrees in twenty-two departments, is a product of the rapid expansion and development of the sturdy undergraduate program of Wake Forest College. Encompassing both the Reynolda and Bowman Gray School of Medicine campuses, the graduate studies are coordinated by Dean Henry S. Stroupe and the Graduate Council, which is composed of administrators and members from both faculties.

The two faculties represent many American universities and several foreign ones, and two hundred twenty-six students from twenty-five states and several foreign countries bring the widening background so necessary to the graduate school. The range of classes held from early morning to late afternoon is designed to accommodate the varied student groups, which include both the full-time students and the part-time students who are locally employed, or who are wives of faculty members or of other students.

Academic and social facilities of the graduate program at Wake Forest University are still limited. In fact, the problem of inadequate housing on the Reynolda campus has prompted the suggestion of coed graduate dorms. The necessity of sharing classroom space, research materials, and faculty members with the undergraduates has affected the departments and the students, and the size of the faculty and student enrollment has specialized the curriculum.

These limitations, however, are only temporary; they are indications of a maturing and rapidly expanding university and are the cautious steps of a program of quality. From the first honorary Master's degree awarded to select alumni before the Civil War, Wake Forest has extended its graduate program over two campuses, and plans for 1969 include the addition of a Master's program in the Speech Department, a doctoral program in Pathology, and the promise of continued growth of advanced educational opportunities at Wake Forest University.

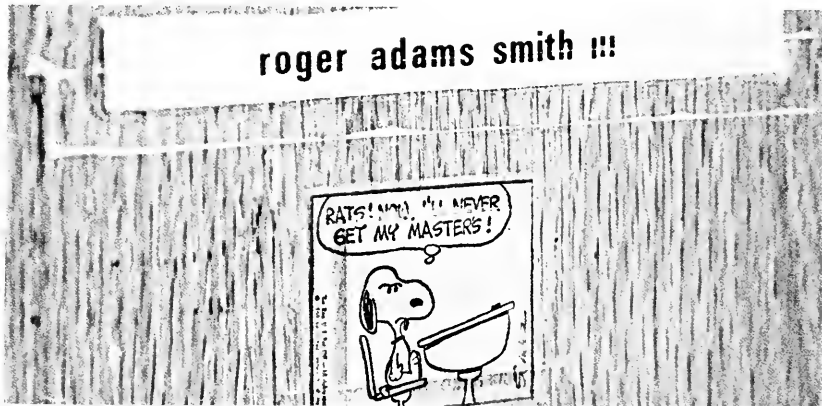


Dr. Henry Smith Stroupe, Dean of the Graduate School





roger adams smith !!!





THE TEACHING DILEMMA

The genuine professor must balance classroom instruction and research.

A professor doesn't stop with the classroom.

Contrary to what most students think, their professors do not live a life of freedom and luxury (minimal as it is on professorial salaries) beyond their twelve hour grind of classes every week. Instead of twiddling their thumbs and thinking grandiose thoughts in their spare moments, a good many faculty members at Wake Forest are absorbed in research, some to a greater extent than others, either for personal satisfaction, prestige, or government grants. The big question is whether the inquisitive professor is more dedicated to the classroom or to his research.

Most students would like to think that their professors are more dedicated to the former; however, a great many feel that they are rejected in favor of the latter. Some researchers are just that—in the classroom they cannot compare with some professors who concentrate on teaching and disregard research. Others seem to have found a reasonable balance between classroom preparation and research.

The problem is that very few courses even begin to cover the specific area in which a professor has concentrated his work. Dr. John W. Nowell, Chairman of the Chemistry Department, feels that "only about 20% of a professor's field of research is covered in undergraduate classes." He added that seminar courses, especially in chemistry, are taken by students who are interested in the professor's field, and that the emphasis is placed on that aspect of the subject matter

which is in the professor's field of study. In this way, usually no two seminars on the same subject have the same emphasis.

Although the majority of the upper bracket courses are of excellent quality, the freshmen and sophomores are sometimes neglected in their basic requirements. This results because these courses are being taught by doctoral candidates who are intent only on getting their degree. This condition is not as prevalent as it has been in the past, because departments have been increasingly selective in choosing instructors, and they also have taken pains to have a higher percentage of doctorates teaching lower bracket courses.

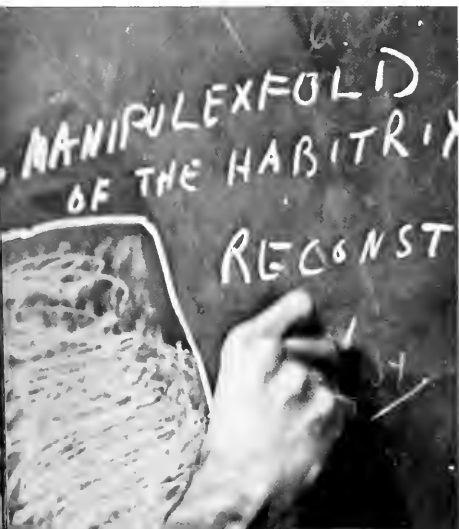
As a surprise to some, Wake Forest has one of the highest ratios of doctorates on its faculty of any school of its size in the nation. This means that students have more contact with Ph.D.'s than they would have if they were attending a larger school. Of these professors, over seventy-five are engaged either in post-





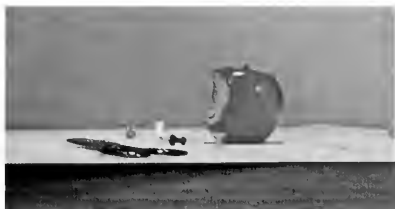
doctoral research or in administrative work beyond the classroom. The rest of the faculty is composed of professors having tenure, or doctoral candidates. To be sure, however, an advanced degree is not equated with quality teaching.

The campus is adorned with several prolific publishers, scientists dedicated to both themselves and humanity, and inquisitive minds. Some of them admittedly emphasize their research far more than the classroom activities, but the majority are aware of their obligation to the University students and their education. Students who really care about getting an education rather than just a degree take a keen interest in their professors' work, a gesture which is instrumental in retaining the high calibre of professor to which Wake Forest has become accustomed. The classroom and research go hand in hand, and the real professor realizes this and proportions his work accordingly.





"We must counteract inertia and cynicism with opportunities for responsible achievement."



ORGANIZATIONS

Nothing is more important to the mature person than the intelligent use of time. Indeed, the first challenge of university life is to learn how to budget time in an environment relatively free from the restrictions of home. For, no matter what else the freshman learns, he does discover that he is not studying all the time. It is his decision either to spend his extra moments in the rack or use them to develop further his abilities and personality by joining others on campus to promote some activity or cause. This choice does not represent, however, any kind of momentous decision on which one's entire future hinges. It says simply that doing something specific and useful is more satisfying than doing something undirected—or doing nothing at all.

The type of organization best suited to a student will depend on the amount of time he has to spare, his orientation to the campus and the local community, and his interests. Indeed, there are some organizations whose members must, at times, live their activity, disregarding completely, though temporarily, the academics for which they are primarily here. But there are also those organizations which, by nature of their programs, do not demand this maximum participation from their members. In turn, the activity-minded student has a choice of either of these types of activities.

Further, some activities are suited to students who can work one night a week and occasionally do extra work if necessary. Groups like Young Democrats, Young Republicans, International Club, WFDD, and, to a limited extent, the music groups are of this type. Members can set aside weekly time periods for meetings or programs and not be over burdened with preparatory work at other times. Students with heavy schedules, labs, and jobs can more easily become essential parts of this type of organization.

In contrast to these groups are the organizations for which the work load is extremely variable. Perhaps a week will go by and no work will be done, but some weeks may require work every night. The *Howler* and the theater are such organizations, with incredible activity the weeks before a deadline or a performance. Members of these and similar organizations must be

able to put themselves totally into their work. In the case of the theater, this means becoming completely absorbed in the character one is playing, while in the case of the *Howler*, it means sacrifice and cooperation into the early hours of the morning. Then perhaps, a few days of relative quiet.

But it is seldom quiet in the newspaper office. Perhaps it takes a special kind of person to work for the *Old Gold & Black*—one whose best is called forth by the immediacy of a weekly deadline, one who can combine speed with a clever straightforwardness, to give as impartial an account of daily happenings as possible. There is, perhaps, an interesting comparison between the reporter and the Student Government legislator; that is, both seem to have excitedly high blood pressure in combination with zeal and perspicacity. One reports what is happening; the other looks at what is happening and tries to convince others of the most practical way to improve the situation.

In yet another vein, *The Student*, not so pressured by deadlines, exists by the game of precision and creativity, bordered only by the limits of good taste and the bounds of contributors' imaginations.

All of these organizations are vital parts of the University program, and included among them is the Student Committee for Responsible Action. Its emphasis is caring—caring about people and things on campus, in the community, and around the world. The same contagion of spirit gives rise to such groups as Orchestras, the Madrigals, and the Maritimers which are formed by specially talented people who have fun with their skills.

It is through these various activities with their different orientations that the University and its students provide opportunities for the campus to express itself. For, to be a university, we must provide outlets for caring and opportunities for involvement. We must counteract inertia and cynicism with opportunities for responsible achievement. For without achievement there is no pride; and without pride there are no individuals.

Radio Voice







REORGANIZATION

Would reapportioning the legislature bring increased efficiency?

Early in the spring of 1968, Chip Cooper, Jim Carver, and Dupey Sears went to the National Student Association Convention in Atlanta. From the foment of ideas there came a new conception of efficient, dynamic student government. Brought back to Winston-Salem, these ideas found support. Soon such wants as involvement, student voice, energy, and school spirit were heard, and Jim Sheffer won the March election stressing school spirit.

This year it was Jim Carver's job to see that these terms did not become empty catch-phrases and to move the machinery of the Reorganization.

As outlined by him, the Reorganization is to complement and supplement the concept of school spirit and pride in Wake Forest stressed by student body president Sheffer. The program, in four distinct stages, sets as its goals greater student involvement on campus, greater authority in making the decisions and greater communication with the faculty and administration in all pertinent aspects.

The first step was to make Student Government financially autonomous. In the past, the student government submitted a proposed budget to the administration near the end of every school year. Usually, however, student government did not get all the money it requested. Last June it requested \$3200 and was granted \$2600. So treasurer Mike Gunter, a Gastonia senior, brought up the idea of renting room refrigerators to students. The \$36 per year fee was the area's lowest—one school charged \$44 per semester for a similar unit. Still, the income from these rentals more than doubled the estimated operating budget of the student government, and so succeeded in giving the body the finances it needed to better and more independently carry on its work.

The second phase, Judicial Reorganization, was headed by Dupey Sears. Again the aim was to give individual students a greater voice in their affairs. The plan was to create a dormitory court system and to combine the WGA and Men's Judicial Board into an organization similar in composition to the Honor Council.

This concept was given substance by the ideas the University recently introduced concerning individual responsibility. Representing a major change for the coeds, the new guidelines indicated that the individual is responsible for herself in her particular living situation. It is her responsibility to maintain a dialogue with her parents as to her actions and her whereabouts. This change, though not as complete as some would hope, represented a worthy and mature step in the right direction.

To have voting members of the Student Affairs Committee was the third phase of Reorganization. Nancy Cummings, junior of Jacksonville, Florida, headed the undertaking. The plan was to replace the one (or two)

non-voting members of the SAC with four voting members nominated by student government and approved by the faculty. The SAC would then be comprised of four faculty members, four students, and a faculty chairman; thus, the faculty would maintain a slight majority, but student representation would be greatly improved.

The fourth step in Reorganization, led by Jim Spears, was the total reconstruction of the student legislature. Representation would no longer be based on class, but on living units (i.e., each dorm, the fraternities, day students, and women's dorms). It was felt that this "redistricting" would make it far easier for representatives to communicate with those they represented and to give this feedback of ideas to the student legislature. This proposal was the most controversial of the four, and in its initial form the bill was defeated by the legislature.

A secondary plan cut the number of class officers from four to three, combining the offices of secretary and treasurer. It seemed better to have the student government treasurer handle the majority of the monies accumulated by the different classes. Also, the number of legislature committees would be increased, freeing the officers to advise all the areas of the legislature, instead of saddling them with the chairmanships of particular committees.

The year's end saw the student government examined from within and without, and changed in several ways. In doing so, it was hoped that the student government would be able to communicate better with the administration and to better direct the unharnessed energies of students who were willing to work for a better Wake Forest University.

Treasurer, Mike Gunter and President, Jim Sheffer.





Secretary, Marion Scherer



They listen critically as radical changes are proposed.



LEGISLATURE: Jim Sheffer, president; Jim Carver, vice-president; Marian Scherer, secretary; Mike Gunter, treasurer. Seniors: Dave Taliaferro, Anne Bingham, Cassandra Martin, Jeff Mackie, Jenny Lynn Boger, Bobby Ferrell, Dave Ashcraft, Jim This. Juniors: Jim Cross, Chip Dashiell, Susan Powers, Woody Mefford, Jim Hobbs, Carl Hibbert, Nancy Cummings, Debbie Best. Sophomores: Dupuy Sears, George Sloan, Chris Barnes, Maribeth Watts, Nell Barnes, Suzanne Meisburg, Ed Wooters, Leslie Hall. Freshmen: Ted Keller, John Mitchell, Bill DeWeese, Steve Stevens, Cheryl Hawkins, Janice Sullivan, Cathy Lewis. Day Student Representatives: Kitty Chandler, Valjean Griggs.



One aim is to give students greater say in making the rules they must live by.

WOMEN'S GOVERNMENT ASSOCIATION: President, Sandy Edwards; vice-president, Elaine Thomas; secretary, Joan Wimer; treasurer, Carol Hester; social functions chairman, Anne Sabroske; senior representative, Carol Bowen; junior representative, Suellen Parkinson; sophomore representative, Kay Hiemstra. House presidents: Johnson: Ty Porter and Beth Craddock; Bostwick: Sarajane Oakley and Betty Hyder; Babcock: Terry Fuller and Sue Hrom. Day Student Representative: Jean Deter.



WGA President, Sandy Edwards



Sheffer presents petition requesting non-compulsory chapel.



Men's Judicial Board Chairman, Andy Porter.



Honor Council Chairman, Bill Lambe.

HONOR COUNCIL: Seniors. Bill Lambe, Jim Clack, Charles Steiner, Jan Magee, Sandy Edwards, Terry Fuller, Juniors. Jim East, John Matson, Paul Cale, Betty Hyder, Carol Lindner, Suellen Anderson. Sophomores. Sam Lewis, Eddie Poe, Carol Howerton, Beth Coleman.

MEN'S JUDICIAL BOARD: Andy Porter, Sandy Bigelow, Pete Ellis, Lee Callaway, Tom Fleming, Sam Currin, Dean Mark H. Reece, advisor.

CHALLENGE '69

Urban Crisis: The Students' Response

The answer to urban America's problems was not found during Challenge '69, but the people who attended left Wake Forest with a varied assortment of suggestions for the cure of Urbania. Ranging from Edmund Muskie's political push for big industry to Herbert Kramer's volunteer movement to combat underemployment to Saul Alinsky's organized power, the suggestions from the three day symposium's array of speakers were the varied manifestations of this year's theme—Urban Crisis: The Students' Response. One thought which seemed common to all, however, was that action must be taken and it must be taken soon.

The economic and social aspects of urban problems occupied the attention of several of the speakers. According to Senator Edmund Muskie, the keynote speaker, the housing barrier which exists in the suburbs must be broken, and Negroes must be allowed to move into these areas in order to be able to find jobs in the increasing number of businesses locating there. And since the big businesses are moving out of the cities, the responsibility for breaking the housing barrier lies in the political pull of these organizations. Dr. Chester Hartmen, the Harvard housing expert, said that the ghettos must be rebuilt, and rebuilt to the satisfaction of the tenants, through a massive federal housing program, thus making no acknowledgement of Muskie's moving businesses. Michael Harrington, author of *The Other America*, in calling for a massive overhaul of the welfare system, seemingly deemphasized the importance of both the suburban push and urban renewal. However, when considered together, the ideas of all three men formed the basis for a comprehensive plan of action.



Senator Edmund Muskie and Norma Murdoch





Saul Alinsky

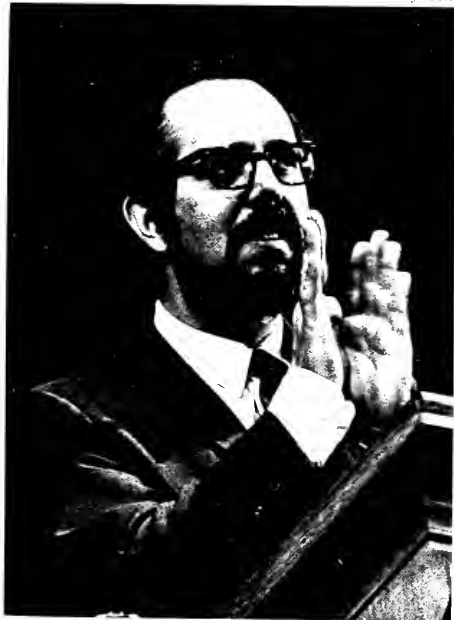


Mr. Herbert Kramer, consultant to the OEO

Dr. Chester Hartman



Mr. Michael Harrington





Revenue seemed to be a stumbling block in all of the proposals. But for most of the speakers, the obvious source of money was found in the appropriations for the Vietnam war. Although none of the speakers made a particular issue of the war, most of them continually cited its cost as far above what would be needed to finance their programs.

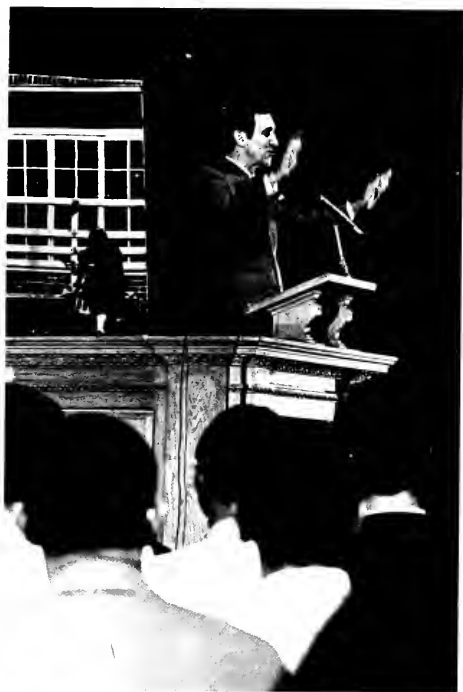
The role of the individual was widely discussed in the course of the symposium. Dr. Benjamin DeMott, essayist and Amherst professor, attacked the educational system for not preparing the individual for corporate responses. Universities, he said, tend "to objectify the humanities and the arts," and thereby take from them the compassionate feeling which is vital to human relations. Dr. Harvey Cox, author of *The Secular City* and Harvard professor, attacked the church for a similar reason: encouraging individualism at the expense of the society as a whole. He said that a theological and political program is the means to the corporate destiny of the city, and that the church, in this context, is the "greenhouse for the forms of corporate fulfillment." Muskie's discussion of the individual took a different turn as he placed the responsibility for changing basic attitudes into the hands of individuals, something that neither government nor big business can do.

For the successful planning and organization of the Challenge program, credit must be given to the executive director, Norma Murdoch and the assistant director, Al Shoaf. All of the people who helped Challenge

to succeed are too numerous to name, but the Challenge '69 magazine, edited by Tim Brown and Kirk Jonas was evidence of the two year's work that went into the making of this symposium.

Despite several cancellations, disputes and a few mix-ups, the program ran its course almost flawlessly. About 250 students from approximately 50 colleges and universities registered as delegates, and the enthusiastic participation of these people helped to broaden the scope of the informal meetings and workshops in the schedule. The biggest disappointment for the Challenge committee was that many Wake Forest people seemed to know and care little about Challenge at all. However, for the many townspeople, students and professors who were concerned about our urban crisis, there was an impressive schedule of speakers and informal discussions which was recognized as a rare opportunity for listening and pondering.

As a result of its successes, the symposium attained its goal as stated in the Challenge magazine: each participant was challenged "to adopt that role which will best enable him to contribute his abilities to the solution of the varied urban problems." And the response to Challenge, though unencouraging at times, was the best in the history of the symposium and demonstrated the increasing concern of the Wake Forest community. If Wake Forest or its students become more involved because of it, then the purpose of Challenge '69 will have become a reality.



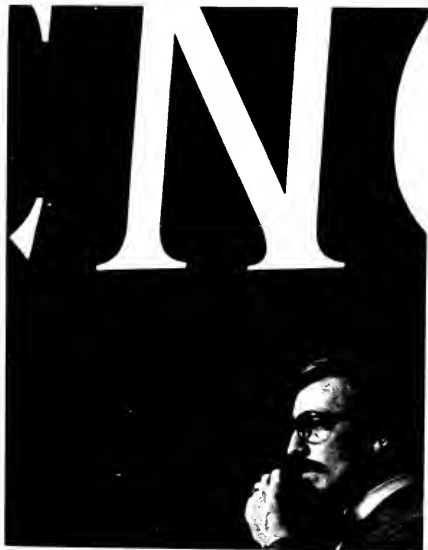
Senator Muskie

*Immediate action is the only means
to the solution of our urban problems.*



Al Shoaf

Dr. Benjamin DeMott



VISTAS

The achievements of SCRA lie in its struggle to communicate.

On April 24, 1968, the Rev. Dr. Martin Luther King was assassinated, and many black riots grew out of this assassination. But something more concrete, more organized, and possibly more meaningful, also grew out of this death.

Commonly known as the SCRA, the Student Committee for Responsible Action was formed several days after this death, and formed directly because of this death.

Several responsible Wake Forest students, males and females—blacks and whites, led by coed Mary Ann Talbort, decided to do something about black-white relations. That effort was to have profound effect on both the Wake Forest Community and the community at large.

The most striking aspect of the SCRA was not that the students were striving for racial relations, but that for the first time in the history of Wake Forest, and probably in the history of any predominantly white college in the nation, both black and white students, together, were striving for better relations.

Though the group was composed of only about fifteen students of the total community, its members made its presence known.

At the very first meeting there was dominant sentiment among the members of the group that it would not become "formally organized," that it would work freely and naturally. So it did.

After one of the early "unorganized" meetings, two black students, the only blacks who had attended that meeting, approached several other black students who had not attended it and inquired why they were absent. Disagreements between the two parties arose while they talked in the lobby of Reynolda Hall. Other students passing by stopped, both blacks and whites. Within one half hour the main lobby was practically full, and the disagreements were then between blacks and whites.

As a result of the discussion that night, a group of students, led by Bob Peretz, Jewish, and Jim Wells, white, decided to put their feelings to actions by walking downtown to city hall and pledging manhours of work to the poverty section of Winston-Salem. And that they did.

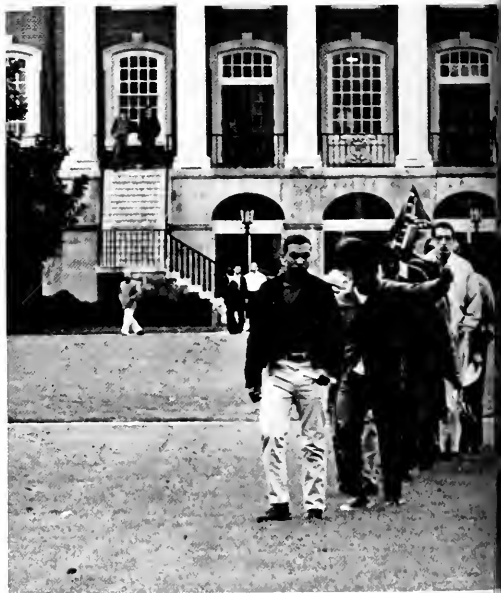
Though SCRA itself did not actually initiate the downtown march, many of the organizers became SCRA members.

SCRA, as it was called, also staged silent vigils for

justice, not merely to protest, but to show that there was much concern. In addition, this small group spearheaded public discussions with blacks speaking to white audiences, and through the rebuttals came meaningful communication.

Emphasized this year by the SCRA were the low salaries of the University's custodial and kitchen help, the number of black professional employees on campus, and the black student's situation on campus. These were accomplished through their Speak-Outs in the main lounge, one of which resulted in the Confederate flag burning demonstration.

SCRA's primary achievement in black-white relations has been that of communication. Whether this organization itself dies, its results will not, as long as meaningful communication continues. Even if disorganization prevails, SCRA has communicated. It has done so with Winston-Salem's mayor M. C. Benton by the march to city hall, with the blacks and whites of Winston-Salem as well as with the Wake Forest Board of Trustees in their recognition of that march, and with other students.







*Interest groups intensify our awareness
of ourselves and others.*

AFRO-AMERICAN SOCIETY: President, Howard Stanback; Vice-president, Phillip Capel; Secretaries, Louise Wilson, Valjean Griggs; Parliamentarian, Freeman Mark; Sergeant-at-arms, Gilbert McGregor. Members: Frank Robinson, Franklin Roberts, Brenda Watkins, Steve Bowden, Charles Davis, Thomas Jones, John Bristol, Norwood Todmann, Joel Bowden, Robert Neal, James Johnson, James Warren, Michael Howlette, Archie Logan, Mohamed Hori, Lucinda Vaughn, Don Spaulding, Kenneth Plummer, Thomas Gavin III, John Menter, Kenneth Banner, David Campbell, Omega Wilson, Raymond Carter, Freddie Summers, Gerald McKay.

INTERNATIONAL CLUB: Angela Barthold, George Burke, Dominic Ko-Man Chan, Susan Davis, Diana Gorin, Mohamed SH. Abdillahi Herri, Maria Lucia Llano, Lois Loudon, France Oldani, Rolando Rivero, Leopoldo Siblesz, A.R.N. Srivastava, Cheung-Fung Sally Wong, Erna Haven, Julius A. Imosum, Bodo Beer, Sandra Broadhead, Gee-Yin Kwok, Marion Kwok, John Peny, Safor Moh'd Nazari, Ping Kwan Tse, Usha Somasundaran, Sophocles Michaelides, Sherry Nance, C. Ford Peatron, Thomas H. Haly, Ann Bartz, David Green, Diane Glover, Ann Poot, Sharron Wiist, Kurt Gottschalk, Carolyn Snider, Peter Chow, Paul Washburn, Paul Craighead, Janet Clark, William Fulmore, Jim Huber, Kay Dualgo, Kirk Jonas, Kathy Owen, Jerry Hoyle.

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PUBLICATIONS

They are not just three scrapbooks on the same subject, but are three individual tools expressing the stories of a conglomerate people.





Don Rice



Nancy Cox



Doug Hux



Deanne Mellen



Bobby Ervin

HOWLER



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Editor, Linda Carter



Gray Lawrence and Dianne Jones

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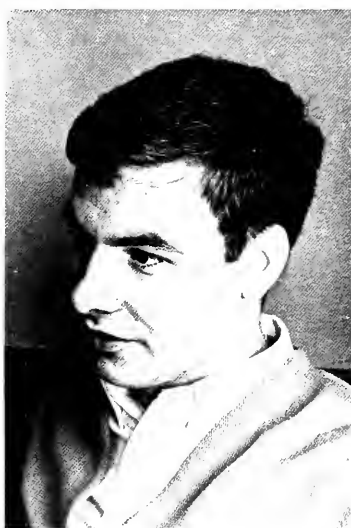


Clare Ivey



Editor, Ted Boushy

Bill Twyford

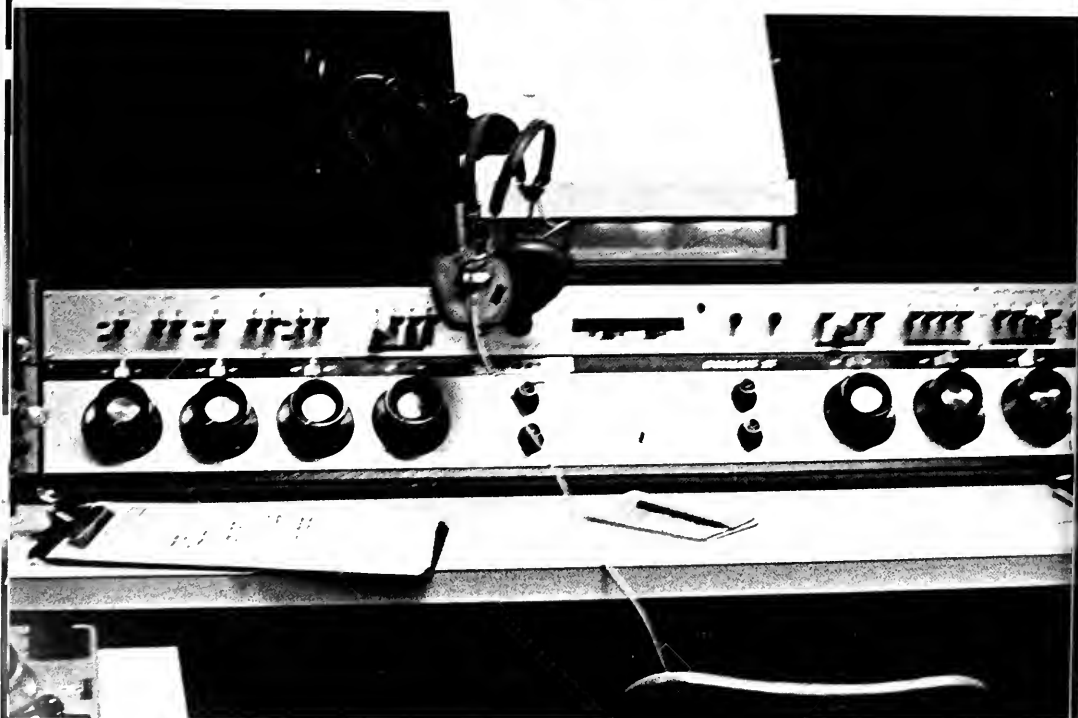


Don Phillips



WFDD-FM

Student broadcasters continue to provide distinctive, tasteful programming for the several interests groups on the campus and in the community.





DEPARTMENT OF SPEECH RADIO DIVISION



WFDD-FM: Dr. J. C. Burroughs, Jr., General Manager; Ann E. Davis, program director and station manager; Mr. Lewis Kanoy, Mr. Lee C. King, engineers; Richard Honeycutt, Student Engineer; Richard Norris, recording supervisor; George Bryan, production assistant. Announcers: Bill Spivey, Phil Maness, Bill Smith, Eloise Webster, Houck Medford, Dean Spears, Kathie DeNobriga, Vaud Travis, Scott Slaybecker, Charles Kirkland, John Darkus, Russell Aste, Linda Carr, James Warren.

DEBATE

A history of excellence fosters the incentive for present successes.



DEBATE: Steve Harvey, President, Ralph Dennison, Barry Schuster, Victor Bowman, Gene Holmes, Hugh Odom, Steve Rainey, Ann Wood, Roger McMannus, Wayne Tolbert, Keith Vaughan, Charles Bagwell, John Cooper, Janet Little, Rusty Stout, Larry Penley, Duke Wilson, Dr. Hayes, Advisor.

Debate News				
FEBRUARY 1965				
TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		Mardi Gras William & Mary	Mardi Gras William & Mary Wingate College	Mardi Gras William & Mary Wingate College
3 Debate Meeting 6:30	4	5	6 Wake Forest High School Debate Tournament U. of Richmond Northwestern U.	7 U. of Richmond Northwestern U.



FOREST DEBATE TEAM
DEBATER OF THE YEAR
FOREST SERVICE AGENCY

PERFORMING ARTS: THE THEATRE

A Universal Fascination

Basically, I think we do a pretty good job with
what we have
Of course, having to work in the library is frustrating
They don't like having us there and we certainly
wouldn't turn down a new building
But, at least we got the theatre remodeled last
summer
And I guess we'll all have to tolerate the conditions
for the next ten years or so.

Then too, you have to consider that the theatre is just
getting off the ground
We don't have a theatre major or even a speech major
with emphasis in theatre
The addition of a few graduate students and another
man to handle designs next year should help
expand the program
Maybe, maybe someday . . .

I think people have a lot of false impressions about us
Maybe the biggest thing is that we aren't recognized
as a diverse group with a wide range of interests
and yet a common one in the theatre.
We certainly aren't all speech majors
In fact, you find that this is rather a panorama of
people
A case of psychologist turned actor or mathematician
assuming the role of director
Strangely enough, we've got a lot of math majors up
here this year—I guess they're not satisfied
with math . . .

Another erroneous assumption is that the "theatre
crowd" is a closed society
Never, never—
You always have a core of four or five who work
a lot during the year, like Josh Campbell
But most of the faces this year are new—a lot
of freshmen and sophomores
I really think there is a burgeoning interest in
the theatre
A lot of different people come up to work—a lot
of fraternity guys
And it's because they're interested in the theatre
and what can be done with it
There's always a job for everyone—if nothing
more than hammering flats or carrying
spears
Sometimes we have to rely on help from Dr. Tedford's
recruits from the old Speech 151 class
But that's how some people get involved
There are always new people every semester
Of course you try to cast a play on experience
I always go to the tryouts and cast it for myself—
"he'll get that, she'll get this"
But I've never hit it right yet





And I suppose it's because Dr. Tedford and the others
are interested in getting new people before the
"old guard" disappears
It's really wide open—one of the least closed things
I know of . . .

Another thing is that most of us are not aspiring
professionals
The admissions office certainly doesn't look for
theatre recruits
And so we have a varied group with all degrees of
talent

I was so totally bad when I started—I'm surprised
I got a part

Yet some of the people who were miles ahead of me
when I started are nipping at my heels now

Your progress depends on your interest

First, you have to realize that you really don't

know a damn thing and you'll learn a lot faster

Then, you only get out of it what you put into it—
it's a matter of how far you'll go with it

Basically, you have to be a sort of a "ham."

I guess you could say we have professional standards
in an amateur situation

Roles are not a thing of beauty—I sure wouldn't
want to be remembered for some of mine

They are a learning process

If you're doing a play on a current social situation
or something you sort of get involved

You start asking, "What caused him to write this play?"

And you find some answers in books, in classrooms,
and through experience

You pull things out of your own experience and add to
the character

You can't help but learn—it widens your interests

We have a theory up there that we're all frustrated
athletes turned sensitive actors

We're not a race of mental giants—Dr. Tedford
would be the first to agree

But this is a chance to build something—a chance to
more than the actual performances

I've always enjoyed rehearsals and working up a part
more than the actual performances

Your part is what you bring to it . . .

After the first performance it's sort of anti-climatic.

Sure you're curious about public reaction to your play

But then you can't really be objective about your own
work—so you try not to let your feelings show.

Usually we do one play a year that a lot of people
see—one that really gets talked about

We don't worry about recognition—we don't have
time—we've got to get going on the next play

We have a lot of support from townspeople—maybe
that's because it's cheap entertainment . . .

"You could say we have professional standards in an amateur situation."

So what is it that keeps me involved?

I guess, first of all, it is the escape

Escape from the monotony of the class, the Bitter End,
and tavern-going

For several hours every day the pressure of quizzes and
past-due papers assumes second place

Another thing—it provides a chance to prove myself
outside the realm of my major

In the context of the increasing social tendency toward
self-sensitivity—toward knowing yourself

I guess it contributes to building me into a whole

man, and to my awareness of the diverse aspects
of my character

Perhaps the spirit of cooperation attracts me too

Each person finds his definite role and then cooperates
with the others for the finished product—

the complete performance

Challenge is also a definite factor—

Not only an intellectual one, but a challenge to create—
to test your talents

If I hadn't developed an interest in the theatre I

probably would have transferred some time ago

Not that it's always been Wake Forest's fault

But because of the theatre I have gained from every
aspect of my education

I suppose it's a universal fascination . . .

Sir Laurence Olivier called the theatre "a beautiful
lie" and I think this is true

It is not divorced from life

It is a matter of bringing life to the stage—an
attempt to create life

A lot of times the things that happen on stage are
more real than those that take place in the
classroom

Yet, it is an incomplete reality—an unfinished thought
providing a chance for individual interpretation

That's the beauty of the theatre . . .





INTERPRETATIONS

Some groups begin simply out of appreciation for and interest in creative things.

STUDENT ORGAN GUILD: David Bingham, Edna Lee Bryan, Susan Claypoole, William Cleveland, Sharyn Dowd, David Ernest, Gregory Fitzgerald, Daryl Carton, Billy Haywood, Alan Johnson, Margaret Mitchell, Nelda Morgan, Judith Wyers.

MARITIMERS: Brenda Shackelford, president; Jacquie Andrews, vice-president; Nancy Elliott, secretary; Ann Peale, Judy Morrow, Kathy Sirkel, Cindy Wilbur, Linda Garrett, Karen Brown, Joan Marie Shallcross, Chris Severn, Ann Balls, Peggy Werts, Ann Holroyd, Retha O'Neal, Betty Poole, Dana Overstrud, Bev Barnes, Charlotte Michell, Marianne Zolo, Joan Stanfield, Shirley Baird.





ORCHESIS: Sally Ann Whitehurst, Betty Benton, Pat Allen, Beth Eddins, Connie Goehring, Anne Hobson, Suzanne Meisburg, Bev Shaw, Chris Yeager, Christy Perry, Pam Humphries, Karen Kepler, Joyce Aldret, Susan Powers, Connie Giles, Kay Kelly, Barbara Delaney, Nancy Dando, Judy Morrow, Nancy Falls, Rita Case, Jan Borneman, Joyce Gallimore, Joyce Whittington, Becky Clark, Gigi Zimmerman, Susan Swenholt, Pat Rampy.

MADRIGALS: Soprano, Charlton Hynds, Dee Wiley; Alto, June Wilson, Patti Slessman, Beverly Preston; Tenor, Stan Whitley, Dennis Loftin, Bill Twyford; Basses, Landon Weeks, Chip Dashiell, Larry Melton.



MUSIC GROUPS: THE CHOIR

The disciplined mixing of select individuals produces a balanced musical product.



Director, Thane McDonald

CHOIR MEMBERS: D. P. Abernethy, Marjorie Anderson, Jacqueline Andrews, Shirley Ann Baird, Stephen Barsotti, Judith Binns, James Blackwelder, J. LeMoyné Blank, Janet Bowker, Dianne Burnette, Sara Busey, Rene Carrie, Richard Chamberlain, James Chapman, Jeffrey Collins, Sandra Cook, Eric Crissman, Samuel Crawford, Donald Crowe, Chip Dashiell, James Davis, Sarah Davis, Robert Dunning, David Ernest, Richard Exley, Charlanne Fields, Cathy Fink, Martha Finlator, Shirley Gazsi, Claude Gibson, Lynda Green, Carolyn Hahn, David Hall, T. Mark Harmon, Lamar Helms, Robert Hill, Molly Hiron, Susan Howard, Cheryel Huneycutt, Charlton Hynds, Thomas Ingram, Vaughn Jennings, Barbara Jobe, Cathey Rae Kale, Susan Kinsey, Charles Kirkland, Chuck Lott, Paul Marth, Alfred Martin, Kenneth Martin, Ronald McCord, Larry Melton, Dennis Melvin, Charlene Moretz, Nelda Morgan (accomp.), Sherry Nance, Susan Nance, Cathi Oliver, Nancy Outlaw, Ronald Plemmons, Joseph Plunkett, Beverly Preston, Josephine Preston, Donald Ross, Reginald Rushing, Robert Russell, Anne Sabroske, Steven Sandridge, Phillip Saylor, Robert Schenkemeyer, Cheryl Sengstack, Pattijane Slessman, Betty Smith, William E. Smith, Randolph Spainhour, Mary Anne Thompson, Pamela Turner, Susan Turner, Keith Valentine, W. Ray Vernon, Alison Wiley, June Wilson, Janis Kay Woford.



THE BANDS UNDER HUBER

A certain rapport fosters understanding and productivity.



There is a small cluttered room in the Gym that is known as the band room. If you walk straight to the back, you will find a door labeled "Director." This is the office of Dr. Calvin R. Huber, and inside there is a desk cluttered with papers, a bookcase, and several chairs. This was the band room of 1962. While the few people then in the band could fit into this small office, the practice room of 1968, several times larger than the office, is too small to hold the present band members. To find the reason for this growth we went to the main source, Dr. Huber.

He told us that in the fall of 1962 there were thirty people in the band, including a drum major and two majorettes, but by the end of 1966 the membership had grown to eighty. Dr. Huber attributes this growth and success of the band to the spirit of the members, of which there are now ninety-six. With such support from the students, it is unfortunate, he feels, that football game dating diminishes the number of participants in the marching, especially in the case of the musically-talented girls on campus. This situation is evident in the swelled membership of the concert band, which meets after football season.

As for the reputation of the band, it seems that their image has grown significantly. In the spring of 1967, in fact, the band was voted "Student of the Year." This was one of the highest compliments paid to the band by the student body. The highest compliment which Dr. Huber, himself, has ever received has been, he says, the "fact they've continued to hire me year after year."

Letters from people all over the nation even further attest to the reputation of the band and its performances. Dr. Huber says that he receives from thirty to fifty letters every season from people who have enjoyed the shows. And out of all these letters, only one has been uncomplimentary. This was from a Baptist minister in Nashville, Tennessee, who objected to the playing of "The Days of Wine and Roses" and the formation of a champagne glass which the band did at a performance there.

According to the Director, there is no particular trip or performance which stands out as being the most comical or most embarrassing; there are just too many things which have happened on too many trips. He did, however, relate one incident that happened with the basketball pep band: Dr. Huber always relied on the students to bring their own cars for transportation, and on one cold, snowy day there were no students with cars. On Dr. Huber's third trip back from the Coliseum there were nine people left. Two boys with their sousaphones rode on the runners and a baritone

player on the front had one hand on his instrument and the other on the windshield wipers. Somewhere along the way the clutch was torn out of the car. That was a \$65 trip—the most expensive, Dr. Huber added, that the pep band has ever taken.

Even the somber atmosphere of an evening concert can be broken by the pranks of band members. It seems that they have a habit of putting small notes in Dr. Huber's music folder. And the most embarrassing addition to his folder was once discovered as he turned to the last page of the last piece for the evening. It was a *Playboy* foldout. He never gets angry at their little jokes: They are "just such nice people to work with," he says. "I think they are great!"

Turning to the more serious side of the University's music program, Dr. Huber professes that he wants more students studying privately, especially more soloists. He feels that this is the only way to improve the music program in general and the band in particular. To have more scholarships available than the few which are now offered to music majors would give great impetus to this study program. But above all, Dr. Huber would like to get out of the Gym. With just concern he admits that the competition of the ping-pong tables, the rifle range, and the handball courts is just too much for him.

BAND MEMBERS: H. Arsenaault, A. Baddorf, R. Banasik, H. Black, D. Boswell, A. Boyd, P. Brown, P. Cavin, N. Chappell, D. Conrad, W. Coussens, C. Crissman, S. Currin, F. Davis, V. Deal, W. Doby, E. Donan, F. Donaldson, B. Ervin, H. Ferber, M. Fincannon, B. Gallagher, D. Godwin, L. Gosnell, S. Gough, J. Greenhaugh, V. Griggs, G. Grove, K. Crumbles, C. Hagen, D. Hall, S. Harrill, H. Helm, B. Hersey, R. Higgins, B. Hobbs, D. Hobbs, K. Hollifield, R. Honeycutt, R. Honeycutt, M. Hord, M. Horton, P. Huffstetler, J. Hutton, J. Hyatt, T. Keller, R. Kemper, P. Key, B. Latta, D. Loftin, J. Lytton, R. Main, P. Maness, E. Marsalis, M. Mason, G. Massey, T. McNabb, S. McNeil, C. Michael, P. Mock, J. Munro, B. Murdock, M. Nanney, T. Nixon, D. Norris, S. Oetken, S. Olbert, R. Olson, R. Oswald, S. Oviatt, D. Parris, D. Patterson, R. Perryman, S. Pierce, L. Presslar, F. Roberts, J. Robinson, T. Rude, C. Schaeff, A. Schultz, D. Sears, J. Slate, M. Slinkard, D. Spaulding, M. Stanley, J. Stephens, J. Stone, G. Taylor, M. Teague, J. This, M. Thomas, F. Todd, R. Tompkins, J. Triplett, H. Vernon, L. Weeks, D. Wells, G. West, D. White, J. Yarrington.

Director, Calvin R. Huber





Violinist, Yehudi Menuhin

ARTIST SERIES

"Appreciation of the arts can be taught through exposure and explanation."



The performances sponsored by the University's Artist Series are probably the most widely publicized personal appearances made on the Wake Forest campus. The College Union calendar contains the schedule and pictures of the major attractions; posters go up on campus as much as a week in advance; and not only *Old Gold*, but also the local papers carry advance publicity.

The Artist Series is certainly deserving of this publicity. The schedule offers variety as well as excellence. The performers are often among the best in their respective fields; and even when the artist's names are unfamiliar, their talent promises that they will not be unfamiliar for long.

Dr. Charles Allen has been director of the Artist Series since 1958; and because he is himself a connoisseur of the arts, he has been able to project his personal good taste into the Wake Forest program.

In this school year the Series offered five performances which included a classical dance group, violinists, opera singers, a guitarist, and a pianist. Merely a list such as the one above is proof of the variety of cultural tastes to which the schedule appeals. And a list of the names—Menuhin, Caballe, and Parkening—is a good indication of the excellence of each performance.

Despite the variety of its appeal and the high quality of its individual programs, the Artist Series is not yet the great success that Dr. Allen and many other of its supporters would like it to be. Even though there is usually a good audience on hand—both in terms of size and response—the purpose of the Series is somewhat thwarted by student apathy.

There are students who do attend, either faithfully or sporadically as desire and circumstance permit. Some express a regret that they do not attend more and ex-

cuse themselves by citing that ever-present need to study. But there are also those who have no interest at all. Whatever the reason, it is rather tragic that the major part of every audience is made up of townspeople who pay to come when any student can get in free of charge.

All levels of University life seem to be interested in correcting the unfortunate situation. The Administration would very much like to have the resources to provide a Fine Arts building with more appropriate facilities for those artists who perform. The faculty and students both have expressed a desire to institute a course of study in the Fine Arts because they recognize that appreciation of the arts can be taught through exposure and explanation. Several students offered other suggestions for improving the attendance at the programs such as "more exciting publicity," time changes, and occasional scheduling on weekends which are otherwise free.

For those who do attend, the programs are recognized not only for their aesthetic value, but for their educational value as well. These students realize that Dr. Allen was correct in calling the Series "an extension of the curriculum." One student believes that the program should "definitely be continued and enlarged upon since the University is bound to educate the student culturally too."

Because there is present this desire among the Administration, faculty, and students to create a situation in which more students will sacrifice their time for another kind of learning experience, there is indeed hope also that these programs will one day receive all that they deserve.



First Chamber Dance Quartet

Guitarist, Christopher Parkening





Pianist, Ivan Davis

Bernabe Marti, tenor, and Montserrat Caballe, soprano; John Lueke, conducting



HONORARIES

PHI BETA KAPPA

David Scott Anderson
 Carol Ann Bowen
 Linda Jean Braswell
 Linda Sue Carter
 Ronnie Alfred Caviness
 Paul Mitchell Coble
 Aleta Lynn Cochran
 Sharyn Echols Dowd
 Foy Margienette Edmond
 Dale Dean Glendening, Jr.
 Mrs. Lucy H. Gordon
 Mary Lynn Hager
 Iris Patricia Hansen
 Michael Floyd Harrah
 William Amos Hough, III
 Virginia Ann Jones
 Prudence Ellen MacDermid
 Janet Alice Magee
 Caroline Starck Montgomery
 Sankey Reid Painter
 Mrs. Janet C. Sink
 Mary Ann Tolbert
 Charles William Twyford
 William Miller Watts
 Mary Helen Whisenant
 Patricia Ann Wieferich

OMICRON DELTA KAPPA

Men's Honorary Fraternity

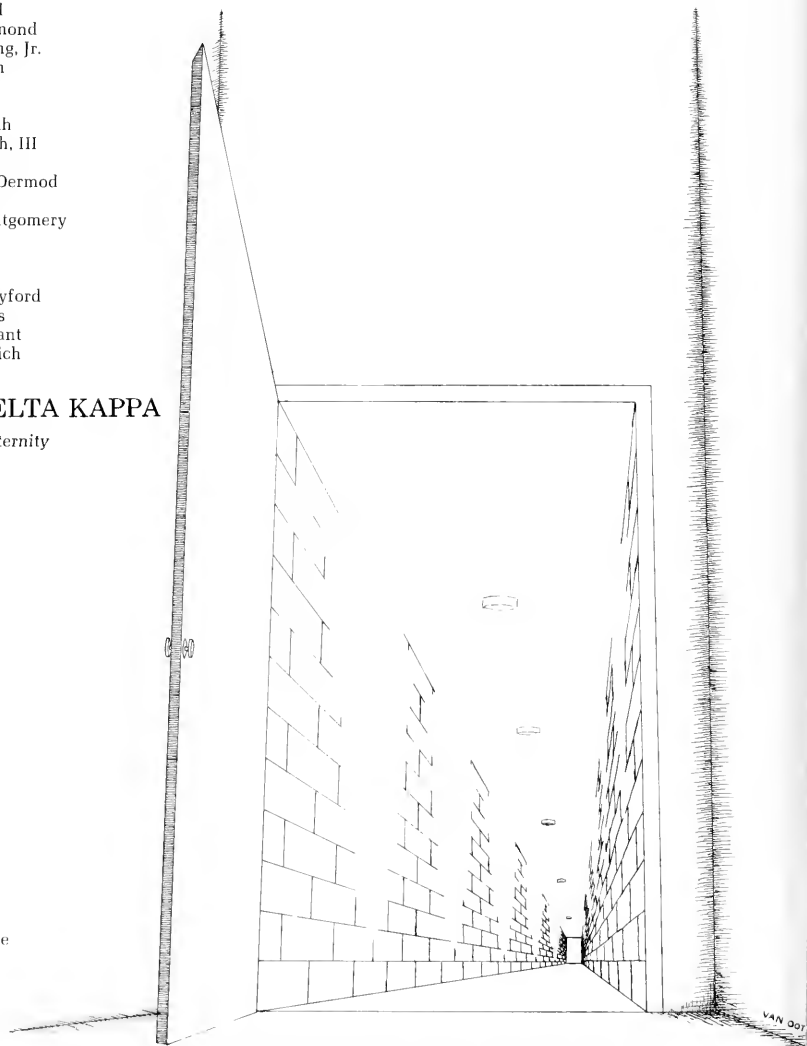
Charles Alexander
 David Ashcraft
 Theodore Boushy
 James Butler
 Stencil Campbell
 James Carver
 James Clack
 Paul Coble
 Joseph Dobner
 Dale Glendening
 Richard Honeycutt
 Joe Gray Lawrence
 James Martin
 Jerry Montgomery
 William Parker
 John Andrew Porter
 Don Rice
 Barry Robinson
 Michael Rubenstein
 James Sheffer
 Al Shoaf
 James Spears
 Richard Stange
 Dr. Charles Allen
 Dean Thomas Elmore
 Mr. Leon Rice

SCABBARD AND BLADE

Honorary Military Fraternity

David R. Watters
 James A. Miller
 James H. Watson
 Charles E. Kirkpatrick
 Thomas J. Boyles
 Reginald A. Brown
 James L. Carver, Jr.
 Alan B. Crusan
 William A. Eliason
 Dale D. Glendening, Jr.

Donald W. Hardeman, Jr.
 Michael R. Knight
 William D. Loftin
 William W. Rucker
 Louis A. Sasser
 James S. Sheffer
 Charles V. Steiner, Jr.
 David A. Taliaferro
 Milton L. Teague
 James L. This
 Gary Wilson



BETA BETA BETA

National Biology Honorary

Michael Aiken
Annette Bacon
Lois Bergman
Sue Brockett
Kenneth Culbreth
Nancy Cummings
Jerome Davis
Joseph Dobner
Dianne Ford
Linda Fox
Larry Freeman
David Hall
Lloyd Halvorson
Nancy Hampton
Michael Harrah
Bill Hough
Nick Iannuzzi
Robert Kirsch
Briant Lafoy
Sarah Lipford
Elizabeth McDonald
Myra McLean

Janet Magee
James Martin
Mark Mason
Kim Menke
Paul Orser
Lynn Padgett
Ann Peale
James Price
Randall Poe
Wanda Radford
Ann Samuels
Douglas Shiflett
Charles Spurr
Charles Steiner
Marilyn Stiff
Rebekah Sueur
Carol Talbott
Thomas Templeton
Charles Webb
Donald Wells
John Whalley
Pam Woodson

BETA GAMMA SIGMA

Notional Business Fraternity

Clarence Maynard Beach
Cathy Edinger Fink
Ann Marie Meyer
Clarence Ford Peatross
Harold Donovan Phillips, Jr.
Patricia Lynne Thomas

TASSELS

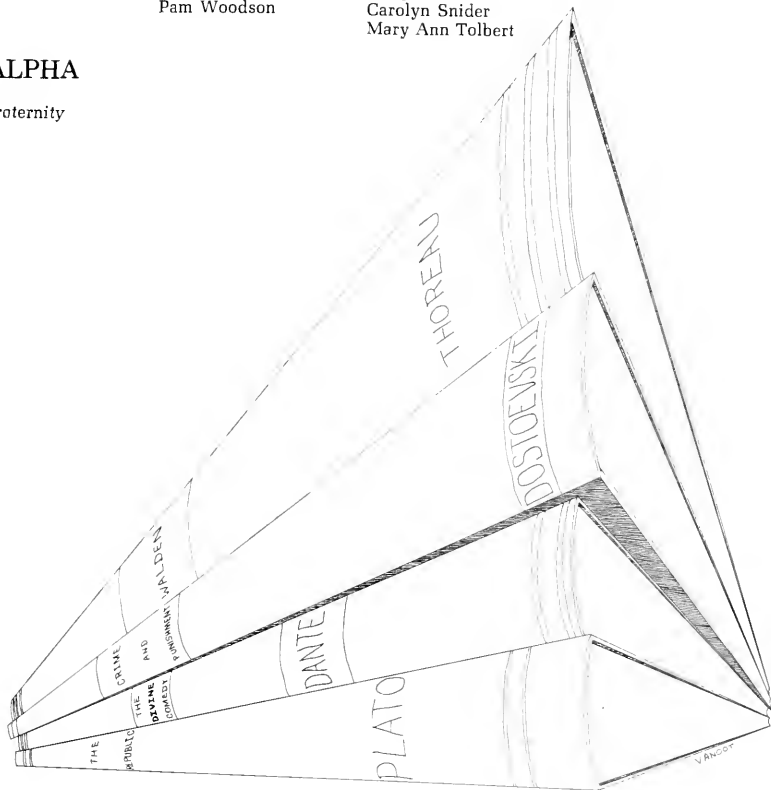
Women's Honorary Leadership Fraternity

Ann Bingham
Carol Bowen
Janet Bowker
Barbara Brazil
Linda Carter
Sarah Davis
Norma Murdoch
Betsy Smith
Carolyn Snider
Mary Ann Tolbert

DELTA PHI ALPHA

Honorary German Froternity

William Ameen
David Anderson
Angela Barthold
Nancy Cox
Susan House David
Harold Dorenbecker
Sharon Dowd
Betty Hyder
Charles Kirkpatrick
Betsy McDonald
Susie Mauger
Richard Panters
Jeanne Parks
Cathy O'Shell
Richard Staiger



KAPPA MU EPSILON

National Mathematics Fraternity

Glenda Angel
Edwin Below
Laura Caton
Paul Coble
Edward Cooper
Dale Glendening
Larry Hambrick
Iris Hansen
Jerry Hemrick
Cassandra Martin
Sankey Painter
Mary Alice Steele
David Taliaferro
Phil Tse
Charles Turner
Linda Van Oot
William Watts
Mary Helen Whisenant
Patty Wieferrich
David Wilson
Lee Zinzow

ETA SIGMA PHI

National Classical Language Honorary

Thomas Malone Aquino
Lindsey Scott Biles
Evelyn Anne Bingham
Jennie Lynn Boger
Maxine Elaine Brock
Martha Jo Brookbank
John Robert Burger
Betsy Deane Burrell
Ronald Vernon Carter
Aleta Lynn Cochrane
Howard Charles Colvard, Jr.
Jimmy Lewis Craig
John Dixon Davis
Christine Joy Ekvall
Laura Christian Ford
Alan King Julks
Cheryl Patricia Graves
Kathryn Elizabeth Graves
Michael Donwell Gunter
Michael Floyd Harrah
Susan Marie Haurand
Charles Rufus Hayes
Stephen Ford Heiner
Deborah Hope Hodge
Constance Jane Hoey
Richard Johnson Horton

Thomas Bryan Ingram
Fredrick Gray Johnson
Judith Carolyn Johnson
Glennon James Karr
Barbara Kay Key
Jan Allen Kiger
Samuel Cromer King, Jr.
William Douglas Livengood
James Edward Lowe
Earl Lewis Marsalis
Nelda Nan Morgan
Donna Gail Neal
Sanderson Scott Schaub
Christine Bowman Severn
Joan Marie Dorothy Shallcross
Thomas Michael Sklutas
Darrell Lee Smith
Jimmy Bernie Spears
James Thomas Stone
Preston Calvin Stringfield, III
Richard Barry Strosnider
Susan Elaine Turner
Linda Dockery Williams
Jon Melvin Wright
Gene Grayson Zimmerman



PHI SIGMA IOTA

National Language Fraternity

Janet Elaine Bowker
Linda Jean Braswell
Linda Dianne Burnett
James Timothy Butler
Laura Christian Ford
Dale Dean Glendenning
Mary Lynn Hager
Gloria Jean Halstead
Susan Waugh Harward
William Amos Hough III
Virginia Ann Jones
Larry McKinley Melton

Margaret Anne Park
Barbara North Saintsing
Ann Elizabeth Sabroske
Susan Marie Smith
Carolyn Jean Snider
Rebekah Elizabeth Sueur
Charles William Twyford
Dayle Diane White
Melvin Stanley Whitley
Patricia Ann Wieferrich
Jeanne H. Louis

GAMMA SIGMA EPSILON

Honorary Chemistry Society

David Anderson
Tom Mutton
Bob Duval
Robert Parks
Charles Hardin
John Bouch
Richard Lavinder
Bruce Humphries
Freda Jones

John Hyatt
Crystal Burns
Robert Callahan
Peter Funk
Jim Chapman
Edgar Faires
Ron McCord
John Grady
Eddie Dunn

PHI ALPHA THETA

National History Honorary

Gloria Halstead
Jan Kiger
Alan Sasser
Susie Newson
Miriam Early
Fred Eaves
William Moose
Edward Hurley
Jerry Hoyle
David Hartley
David Lawson
Dale Glendenning

Brock Jobe
Tom Jennings
Mike Gunter
Charles Kirkpatrick
John Berwind
Tom Sklutas
Hugh McManus
Richard Stange
Doug Livengood
Barbara Saintstrong
Tommy Denton

ALPHA EPSILON DELTA

Honorary Pre-Medical Fraternity

David Anderson
Dwain Beamon
Arthur Browning
James Chapman
Joe Dobner
David Hall
Lloyd Halvorson
Michael Harrah
Jerry Hemric
Bill Hough
Nelson Isenhower
James Kinlaw
Mark Mason
Joel Miller
Jerry Montgomery

Charles Pamplin
Mike Plunkett
Richard Pantera
Jim Martin
Randy Poe
Jimmy Price
Don Shafer
Doug Shiflett
Jim Spears
Tom Templeton
Don Wells
John Whalley
Bob Wilder
Bill Williams
York Winston



PHI EPSILON KAPPA

National Physical Education Honorary

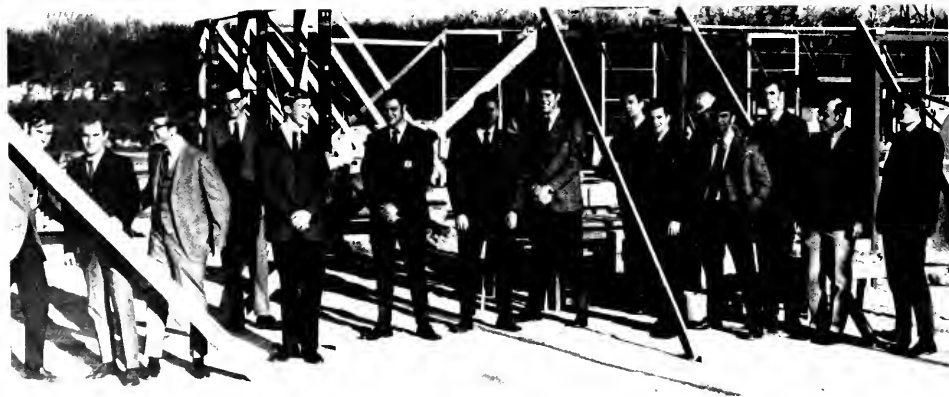
Dr. Harold M. Barrow
Dr. Taylor Dodson
Dr. Mike Pollock
Dr. Steve Klesius
Dr. Harold Rhea
Mr. Leo Ellison
Mr. Glen Dawson
Bobby Harris
Lowell Freedlund
Frank Stelling
Bob Blanton
Milt Teague
Robert Wilson
Neal Earls
Carl King

Tom Hickman
Richard Valentino
Tom Deacon
Fred Philpott
John Danforth
Bill Andrews
Larry Pons
Darrel C. Myers
Bill Saunders
Tom Boyles
Bob Branner
Gerald Gore
Jim Callison
Bobby Robertson



PROFESSIONAL FRATERNITIES

Combining business and a little monkey business.



DELTA SIGMA PI

ALPHA KAPPA PSI



ALPHA KAPPA PSI: President, Scott Cober, 1st vice-president, Buzz Shuford; 2nd vice-president, Bill Raisner; secretary, Carry Dawkins; treasurer, Ray Nasser; Others: John Fisher, Jim Miller, Jerry Shepard, Walter Wilson; Pledges: Steve Dolinger, Ray Emerick, Bill Garnett, Allen Hare, Sonny Hood, Mike Kallam, Rette Ledbetter.

DELTA SIGMA PI: John Baker, Greg Baxter, Clarence Beach, Charles Binford, Jim Blackwelder, Bill Bley, Tom Bowers, Bill Brewer, Woody Brinson, Doug Bris-Bois, V. C. Bruton, Doug Buckley, Jim Gadd, Frank Haltiwanger, Billy Haywood, Danny Inge, Sherry Love, Mike Lynch, Jim Mason, Dennis Melvin, Erwin Paxton, Clarence Peatross, Mark Planting, Skip Queen, Doug Ramsey, Hamp Register, Reggie Rushing, Larry Russell, Grady Saunders, Teddy Shelton, Jim Steed, Jeff Taylor, Les Tilley, Frank Todd, Steve Tomlinson, Bill Townsend, Craig Wood, Paul Zink, Jim Finch, Bob Fitzgerald, Larry Frye.

Brotherhood complements greater professional advancement.



PHI DELTA PHI

MEMBERS: W. F. Williams, Jr., J. H. Laughridge, Jr., J. C. Gauldin, Jr., N. C. Tilley, Jr., T. M. Bumpas, Jr., A. A. Corbett, Jr., S. T. Daniel, Jr., W. K. Davis, E. L. Evans, L. W. Hewitt, R. B. Howington, C. C. Lamm, C. W. Kafer, R. B. Leggett, Jr., J. M. McLeod, J. E. Rainey, B. H. Robinson, A. L. Smith, Jr., W. C. Street, T. S. Thornton, W. M. Tornow, S. L. Whitehurst, Jr., B. A. Bogie, J. E. Carriker, H. H. Clendenin III, W. M. Cobb, Jr., J. N. Deinlein, R. T. Ferick, E. T. Floyd, M. E. Galloway, R. A. Hannah, H. C. Hemrick, Jr., H. V. Hudson, T. J. Keith, R. K. Leonard, M. J. Lewis,

C. S. McIntyre, W. E. Marshall, W. J. Nolan, III, W. L. Pate, J. M. Rich, J. E. Snyder, Jr., R. L. Stanley, R. C. Stephens, Jr., R. W. Sumner, D. M. VonCannon, R. R. Goodman, Jr., R. Hanner, D. E. Britt, Jr., K. S. Buckhalt, Jr., J. P. Byrd, P. H. Cheatwood, H. C. Colvard, Jr., F. L. Cooper III, S. B. Currin, III, M. J. DeVaney, R. H. Didry, Jr., G. R. Dill, Jr., J. P. Exum, J. E. Hauge, P. P. Hinkle, Jr., G. M. Jordan, C. J. Karr, F. E. Lewis III, W. R. Loftis, Jr., R. R. Lyle, W. O. J. Lynch, C. T. McCarter, J. W. Newton, G. E. Parker, C. E. Simons, Jr., F. R. Troll, Jr., D. E. Wynne, R. A. Franklin.

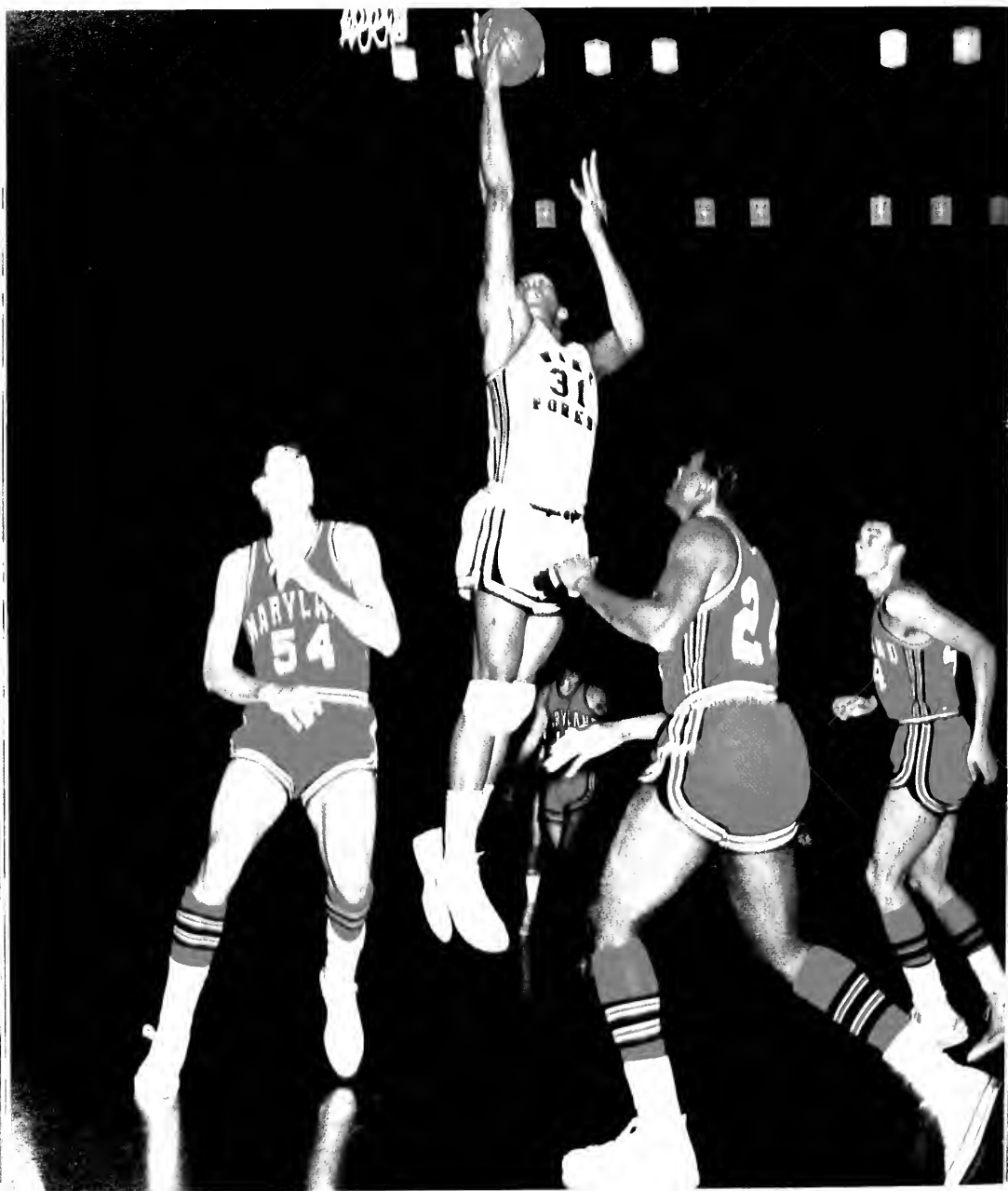




PHI ALPHA DELTA

MEMBERS: Dwight Allen, John Barlow, Spencer Barrow, Neil Batelli, Carl Bell, Terry Bennett, Coleman Billingsley, Carrington Boggan, Jerry Brantley, Gene Braswell, Tom Brown, Ray Brumley, Bill Brumsey, Bill Burchette, Vernon Cardwell, Mike Carr, James Coman, Vincent Convery, Amos Crumpler, Joe Dean, Renny Deese, James Dillard, Harold Doster, Richard Doughton, Don Elkins, Ken Ellis, Koyt Everhart, Sam Ewell, William Ezzel, Doug Fann, Leslie Farmer, Bob Feeman, Bob Fleming, Clinton Forbis, Henry Frenck, Jerry Friedman, Lawrence Gordon, Richard Gordon, Sam Gorham, Randy Grant, Wesley Grant, Ed Gregory, Tom Greer, Zoro Guice, Gerald Hayes, Jake Helder, Buddy Herring, Lloyd Hise, Mac Howard, Marvin Jaffe, Max Justice, Edmund Kirby-Smith, William Klopman, Charlie Koontz, Roscoe Lindsay, Dave Liner, Robert McClymonds, Bill McElwee, John McKinney, Bob McNeill, Lynn Mader, Andrew Martin, Noland Mattocks, William Meck, Warren Morgan, John Nicholson, Ronald Nicola, Robert Odom, Noro Pail, Steve Patterson, Dick Pearman, James Pfaff, Walter Pitt, Reid Potter, Ron Price, Charles Redden, James Roberts, Richard Ross, Norman Schearin, Gregory Schiro, John Schram, Chet Schultz, Henry Shore, Alden Small, Gary Smithwick, John Snow, Edwin Spears, Bill Spence, Ed Switzer, Gary Tash, Pat Terranova, Carl Tilgman, Russell Walker, Sandy Weeks, James Williams, James Wilson, William Wilson, Tom Windsor, Bob Wolf, John Wolfe.





FARP

*"Greatness is not everything,
but trying to be is."*



EARP

SPORTS

Athletics continue to be a major force at Wake Forest, both to the students not actively participating on an intercollegiate or intramural team, and to those students receiving financial aid as a result of their participating in an intercollegiate sport. Can this active university participation in physical education and athletics be justified in terms of the purposes of a liberal education today? Can Wake Forest's participation in major collegiate sports be justified in view of recent losing trends? The answer to both of these questions is yes.

To say that education involves only the development of the intellectual functions of the mind through the process of completing various college courses is a fallacy. Most people realize that to be healthy mentally one must be healthy physically. Physical education contributes to the needs of the individual in many ways, and if Wake Forest is to educate the whole individual, it can not ignore the values of a physical education curriculum. The inclusion of intramural and club sports in the Wake Forest program is justifiable on the same grounds. Certainly no one would argue that they contribute to the intellectual delinquency of a young scholar.

The question of university participation in intercollegiate sports, however, is another matter. Some educators believe that the major weakness of the university is its lack of intellectual sincerity. They feel that the academic pursuits of the university are in competition with such contrary interests as an athletic program. However, if a program of collegiate athletics is properly administered, it need not conflict with the purposes of the university. Indeed, it may even serve them.

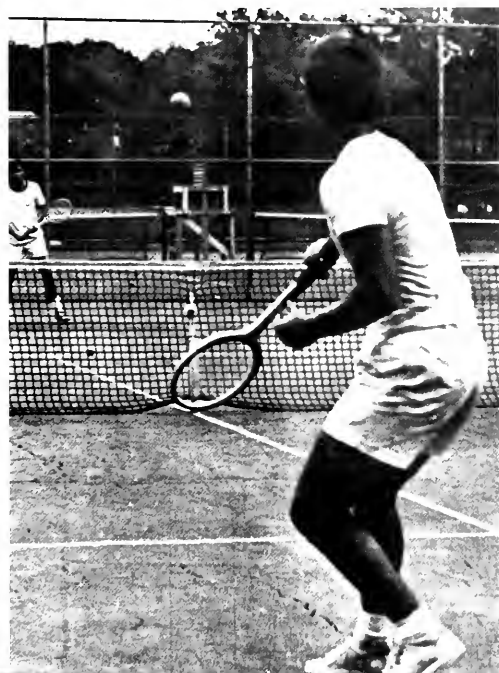
The truth of the statement that athletics weaken the intellectual spirit and lower the academic standing of the undergraduates depends almost entirely on

the institution. At Wake Forest it is believed that athletes differ from the general student body only in their athletic ability. Athletes here are not academic idlers, as a look at their records will show. Thus, a properly utilized athletic program can be a potential educational media for the physical, mental, and social growth of its participants.

Granted, then, athletics do have a place in the education provided by Wake Forest. But can our competition with larger universities be justified in view of our past losses to such teams? There are several sound reasons for competing with large, prestigious schools. First, Wake Forest can make more money playing such schools than by competing against less well-known schools. Even though such a schedule requires better and more expensive facilities, these facilities create a more favorable impression of the university and provide the school with more revenue. Secondly, if Wake Forest is going to be involved with a sports program, it should give the student-athlete the opportunity to develop and utilize his talent against the best competition around. When such a program is successful, a tremendous amount of national prestige becomes associated with the university, as the recent success of our golf team attests. Similar success in football or basketball would have an even greater effect.

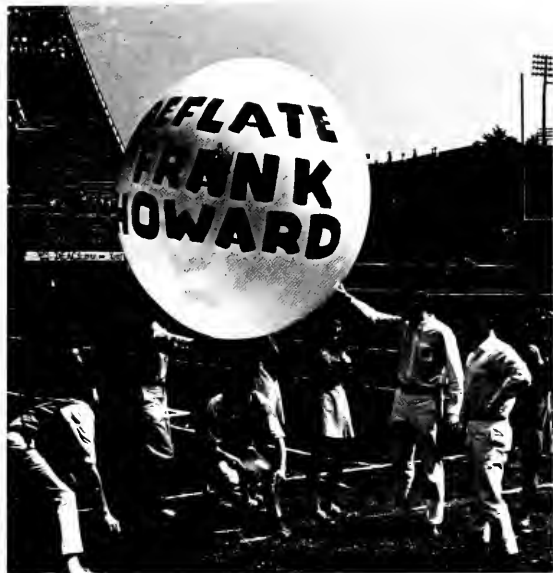
At the same time, however, it is true that much harm can be done by producing poor teams. The Wake Forest "little man's complex" is only one example of this. The most obvious way to eliminate such a problem is to win against the best competition available. More important, however, is for each student, athlete, and fan to understand what Athletic Director Dr. Gene Hooks meant when he said in chapel: "Greatness is not everything, but trying to be is."



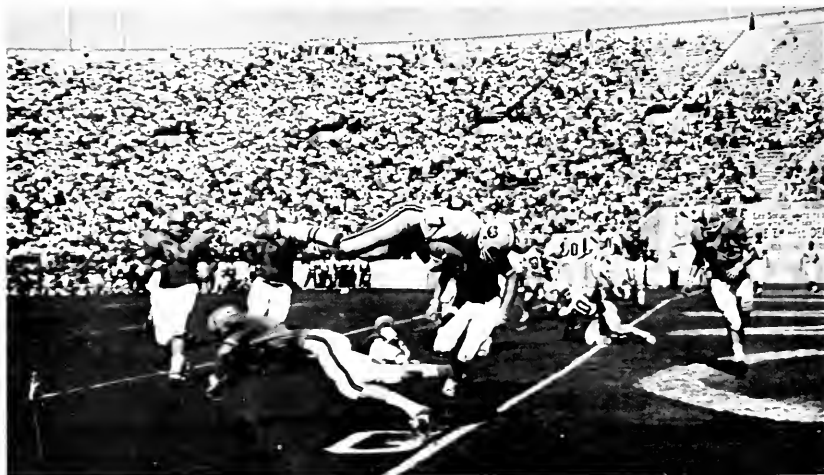


FOOTBALL

Pre-season hopes flounder in a year of bad breaks and disappointments.



Head Coach, Bill Tate





It was early September, 1968. Hopes were high for a successful winning season. The 1967 football team had won its last four games in a strong show of offense, and 1968 was expected to be an extension of the four game winning streak. All-ACC quarterback Freddie Summers was back to set more records, and our junior backs now had a year's experience. Even though our defense looked weak, our offense seemed capable of outscoring anyone. In short, an ACC championship looked possible for the "dark-horse" team of the conference.

Football 1968 was supposed to be "The Year" for the Wake Forest football team in its new stadium. Instead, it was a season of close calls and disappointed fans, national prestige and homecoming disgrace. There was definitely something wrong with the football season of 1968. What was the best team in many a year turned out to be the most disappointing team in many a decade. The first half of the season, with five of the toughest teams in the country, was as exciting as predicted. The only trouble was that Wake came out on the short end each time, except for a tie with Clemson. When a team had not won a game after five contests, especially since they had only been outscored by a mere eleven points, there was more wrong than bad breaks and a lack of luck.

The second half of the season started with two big wins, but it ended in a nightmare. It was not a matter of close calls or fourth quarter letdowns; it was a bad case of not producing. Who was to blame: the offense, the defense, or the coach?



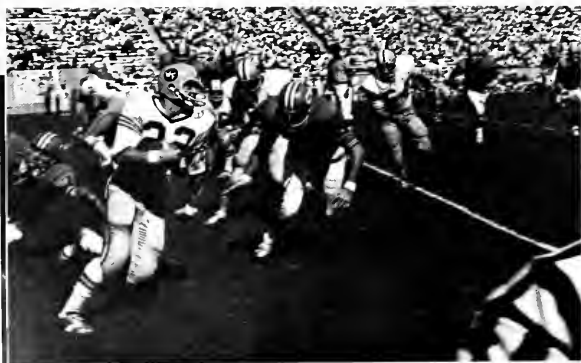
*The offense set records
but failed to win games.*

It has been said that the path to defeat lies in overconfidence in yourself. This saying may well hold true for the 1968 Deacon offense. In early September the offensive backfield was being called one of the greatest ever at Wake Forest. Coach Mollenkopf of Purdue said that the Wake Forest offense was one of the best in the country. Indeed, in some ways it was.

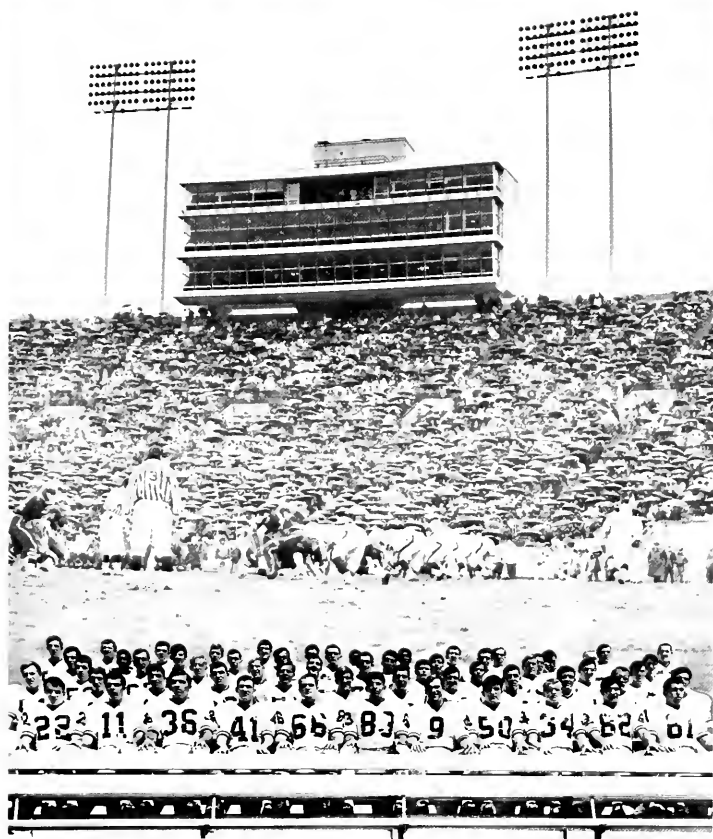
Led by quarterback Freddie Summers, the "Big Gold" averaged 21.2 points per game, the best ever for a Wake Forest team. Of the 29 Deacon touchdowns, nine were on passes from Summers to one of his fine receivers. Freddie also led all Deacon scorers with seven touchdowns on runs. Recognized by sportswriters for another outstanding year, this deserving Deacon athlete was again named honorable mention All-American, in addition to being picked to play in the Shrine Bowl game in San Francisco.

To a disheartened fan, the offense seemed to click best at the wrong time. In games in which Wake Forest was the underdog, the "Mighty Deacs" played like a championship team. For example, Wake had not beaten Frank Howard in many a year. A regional television audience saw Clemson tie the score with a last minute touchdown to save themselves from an upset. Before the Minnesota game, Gopher fans were asking, "What's a Wake Forest?" But by game's end, they had their answer—a damn good football team. Despite a record-breaking offensive show by Summers, the Deacs had to settle for a disappointing 24-19 last-minute loss.

In what was supposed to be a breather for 5th-ranked Purdue, winless Wake Forest unbelievably found itself ahead 27-14 with less than ten minutes to play. It took last minute heroics by All-American Leroy Keyes to save Purdue from "the upset of the year" (*Sports Illustrated*). Peach Bowl bound Florida State found itself surprisingly on the wrong end of a 24-14 score in the



FOOTBALL TEAM. First row: Jack Doblin, Ken Erickson, Ron Jurewicz, Eddie Arrington, Tom Jones, Al Beard, David Connors, Dan White, Ken Hemphill, Gary Winrow, Vince Nedimyer. Second row: Joe Dobner, Fred Angerman, Larry Pons, Bill Scheib, Lloyd Halvorson, Don Kobos, Tom Deacon, Steve Wilson, Mike Keenan, Larry Russell, Buz Leavitt, Jim Arlart. Third row: Chick George, Roman Wszelaki, Bill Bachovchin, Bill Stout, Paul Savage, Ron Carter, Chuck White, Lee Clymer, Win Headley, Gerry McGowan, Bill Gebert. Fourth row: Gary Williard, Freddie Summers, Rick White, Tom Sklutas, Lowell Freedlund, Fred Cooke, Mike Magnot, Terry Kuharchek, Dick Chulada, Jim Shubert, Ed George, Randy Ward. Fifth row: Gary Crees, Jim Pope, Bill Brown, Digit Laughbridge, Jimmy Clack, Larry Hambrick, Joel Bowden, Tommy Gavin, John Mazalewski, Bill Angle, Dick Bozozian, David Doda, James McCourt.



The Deacon defense developed into an inspired unit despite early doubts.

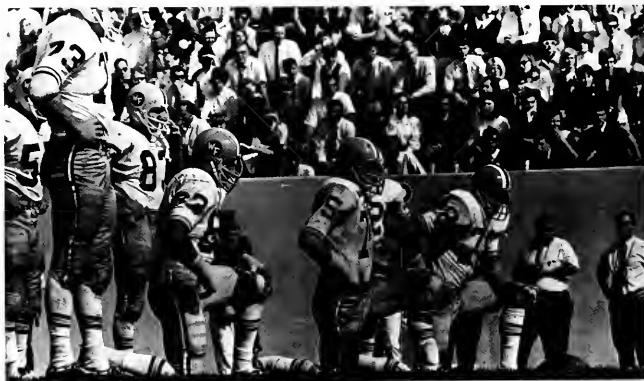
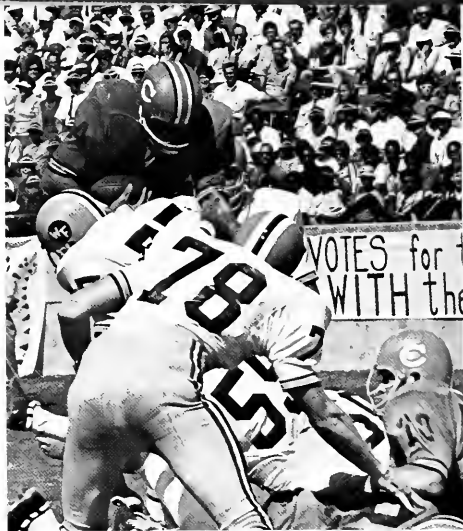
third quarter. But the Deacon upset "for Coach Tate" was not to be. With All-American flanker Ron Sellers scoring five touchdowns, Wake Forest ended a most disappointing season on a sour note.

Along with these close calls, the Deacons won two sound victories over conference foes North Carolina and Maryland. Against arch-rival UNC, the "Big Gold" put on the offensive parade of the year in running up 48 points, the most by a Deacon team in 17 years. In the Maryland game Wake gave its finest all-around performance of the season. A record-breaking run of 90 yards by Freddie Summers capped the scoring.

The biggest trouble with the football of 1968 was that when it was supposed to win—against N.C. State, V.P.I., South Carolina, and Duke—it lost, and looked pitiful doing it. When breaks came its way, Wake did not take advantage of them, and needless turnovers only worsened the results. No team can throw 25 interceptions (an ACC record) and expect to win too many games. Either way, the offense sometimes did, but most often did not, live up to pre-season expectations.

If people keep telling you how bad you are, sooner or later you are bound to show them up. The Deacon defensive unit was constantly told before the season how weak it was. Most fans figured that the offense would have to outscore everyone to overcome the poor performances of the defense. Last year's defense had left much to be desired. This year's was, at best, a big question mark.

The question mark partially disappeared in the first game. The Deacon defense played a magnificent game and prevented the contest from turning into a rout. Time after time the Wake defense turned back Wolf-pack scoring threats. This unexpected turn of fortune was best explained by All-ACC defensive safety Digit Laughridge: "We took so much [criticism] last year, we





There were many good players, but they seldom performed as a winning team.

didn't want it to happen again. This helped to build our pride."

Despite giving up a massive 228 points during the year, the Deacon defense came through many times in the clutch. Even with poor performances in a few games, the defense did far better than anyone predicted they would. Almost every game saw a successful goal-line stand by the "mighty Deacon wall," the one in the Clemson game being the most spectacular.

There were many notable performances by the defense throughout the season, despite the loss of captain Carylyle Pate in the first half of the Clemson game. His successor, Ivey Smith, took over the signal-calling for the defense and did an admirable job. Against Maryland he did such an outstanding job that he was named ACC defensive back of the week.

One must look at the defense's record as a whole to better understand its "pride." For the first three games of the season, the Wake Forest pass defense was the best in the ACC and in the country. Even though it later fell from its national position, the pass defense still finished high in the ACC. Sometimes overlooked, but never forgotten, was the defensive line, led by Headley, Wszelaki, Mazalewski, and company. This fearsome bunch continuously harassed their opponents. In the Minnesota and Purdue games alone the alert defense recovered eight fumbles.

Even though the Deacon defense performed several grades better than was expected, it often "relaxed" at the wrong time. Four games were lost because of fourth quarter rallies by the opposing team. The Carolina game might have been lost too if the offense had not built up a big 41-10 lead. There was only one word for the Homecoming effort against South Carolina—disgraceful. Both units did manage to redeem themselves somewhat in the second half, but the game had already been lost. Throughout the season, it just seemed that the two units could not jive together as one team.

Then there was the coach. Coach Tate did a lot to build up the Wake Forest football program. He took a team which had won only one game in two years and produced an exciting team. He attracted many outstanding players to Wake, but seldom could he get them to perform as a winning team. Since players cannot be fired, the coach is the one who gets the ax. Tate beat the gun by resigning before the last game, so that a new head coach could be found as soon as possible. So ended an era of growth and disappointment.

In Cal Stoll of Michigan State, Wake Forest has gained a prestigious pupil of Duffy Daugherty. Despite the loss of some outstanding seniors and the poor showing of the freshman team, the football program will be strengthened by some outstanding junior college transfers and red shirts. Maybe now, with needed fuel—that all important depth on the bench—Wake Forest can have the winning season it has longed for.





CROSS COUNTRY

Competing with himself, he felt a tie to the team . . . and to the coach.



The trail was hard today, and that fact only seemed to lengthen the distance and increase the loneliness. The cross country runner was alone over the five-mile course, but at the same time, he was an active part of the team, enthusiastic in spirit and tenacious in effort. When the runner ran well and helped the team, the thirty minutes passed in no time. But when he ran poorly his personal disappointment lengthened the time considerably. There were times when he felt like quitting, times when he asked himself if it was worth the effort. But he knew it was worth it; he knew what he wanted—he wanted personal satisfaction. Yet, although he competed with himself for his own satisfaction, there was always that connective tie to the team.

Nine runners devoted hours of time, sweat, and emptiness to this sometimes unrewarding sport. They had their moments of fun, boredom, discouragement, and satisfaction. And, whatever the outcome, they worked even harder.

There was none of the glamour of football and basketball, with the cheerleaders and spectators to push, cheer and curse their team on. There was only the coach. There was very little money or involvement from the university, and yet each runner identified with the school that he represented. And with the coach.

To cultivate this identification is the job of coach Harold Rhea—a nice guy, well-qualified, and spirited. He is above all spirited. With such spirit, this year's team gained in the abstract ideas of teamwork and devotion what they lost in terms of cold won-lost records. Having come from Colorado State this year, Coach Rhea has laid the foundation of what should be a progressive and well-supported program in the future.

Despite the oblivious attitude of the student body toward this seldom-publicized sport, the Wake Forest cross country team can look with respect at their season. Led by captain Bob Duval and paced by Phil Beavers, the Deacon harriers won two meets and lost six against stiff ACC competition. But any member of the Wake Forest cross country team would probably tell you that appearances can be deceiving.



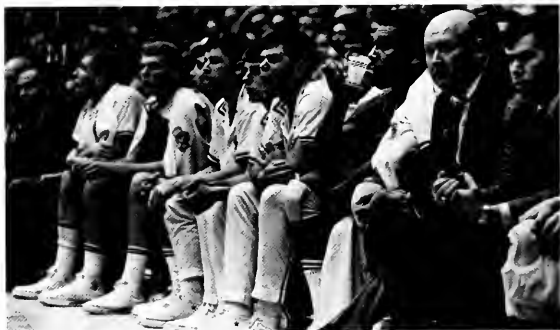
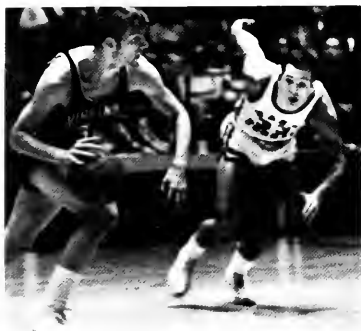
Coach, Harold Rhea



Left to right: Assistant Coach Jim Dilworth, Dave Boutiller, Phil Beavers, Bob Duval, Don Schiller, Tim Browder, Monty Saunders, John Taggart, Mike Pope, Coach Harold Rhea.

BASKETBALL

Wake Forest basketball is again winning basketball.



For the first time since the 1963-1964 season, Wake Forest produced a winning team in a major sport. After 12-15, 8-18, 9-18 and 5-21 seasons, this year's basketball team finished the regular season with a 17-8 record.

For coach Jack McCloskey and his two assistants, Billy Packer and Neil Johnston, this team did more than produce a winning season. It renewed their faith in themselves, their coaching ability, and their players. For the members of the team itself, this season was just as much a renewal of faith: faith in themselves, their coaches, but most importantly, in their ability and willingness to win. This team had to win, for the ability was present. And win they did.

And the team needed to win for the Wake Forest student body. For the seniors, this team provided the first winning season they had ever seen in a major sport at Wake Forest. For the juniors, sophomores, and freshmen, it was the realization that they would not experience four years of losing seasons in the major sports.

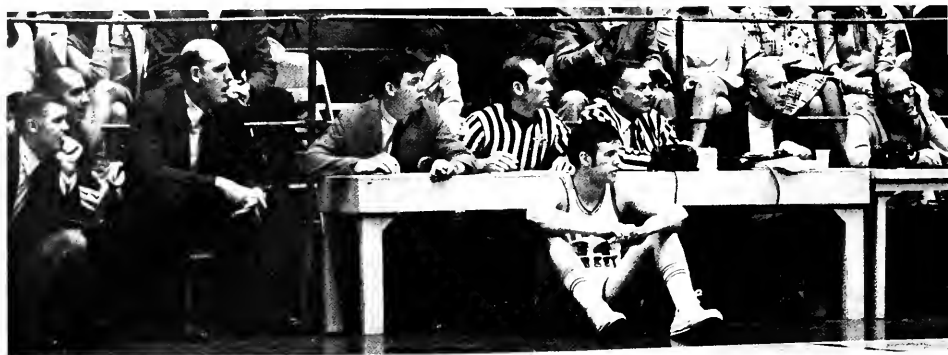
The Deacons were picked in a pre-season poll by the ACC sportswriters to finish third in the conference behind North Carolina and Duke. The main reason given for such a high ranking, after a last-place finish the previous year, was the fact that Wake Forest had two super sophomore stars, Charlie Davis and Gil McGregor, to rely upon.

But this year's team was not just Davis and McGregor. True, the record this season would not have been what it was without Davis' scoring and team leadership and McGregor's rebounding and timely defense. However, many times during the year a new star emerged to spark the Deacs to victory.

Maybe at the start of the season Wake Forest did



The "starting nine" bring Wake Forest a winning season.



look to "C.D." and Gilbert. Davis' 31 points and Gil's 19 points and 11 rebounds were certainly instrumental in the season-opening win over Florida Southern. Following a disappointing loss to supposedly underdog South Carolina, the Deacons visited Philadelphia's feared Palestra to take on the Temple Owls. McCloskey really wanted this one, and the team got it for him—a one point decision—as Davis scored 23 and McGregor 22, plus 20 big rebounds.

With the next victory, this reliance on Davis and McGregor seemed to end. One of Wake's "unheard of" sophomores, Neil Pastushok, hit 11 out of 12 field goals in the Baldwin-Wallace win to tie Davis for scoring honors. Captain Jerry Montgomery and junior Norwood Todman then paced the Deacs in the first Maryland victory. In the first game of the Christmas holidays, last year's leading scorer Dickie Walker hit 9 of 10 field goals and scored 24 in the William and Mary romp. No longer was this team entirely dependent on only two sophomores.

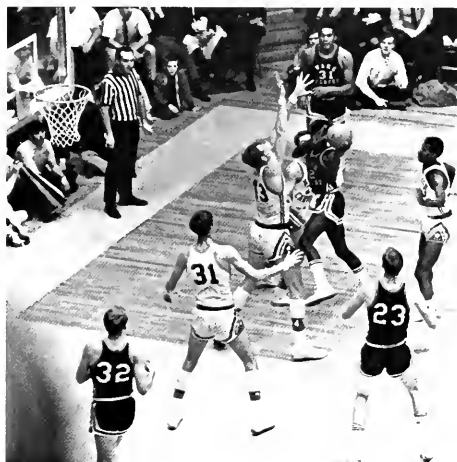
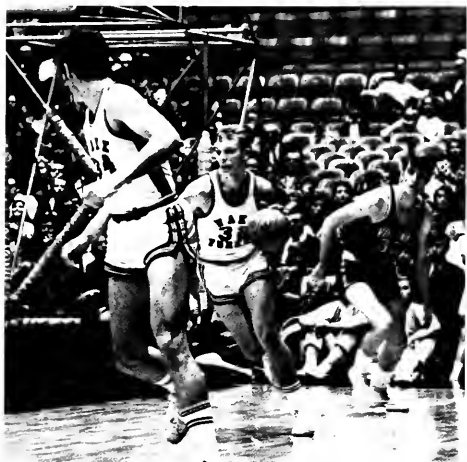
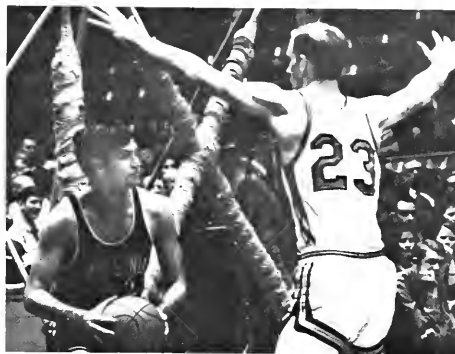
Davis and McGregor got back into the groove in a big win over Duke in Greensboro. McGregor tore up the court by scoring 30 points and hauling down 17 rebounds, while Davis finished with 26 points. It was Wake's first win ever over Duke in the Greensboro Coliseum.

With a five-game winning streak, Wake Forest entered the Triangle Classic in Raleigh as the favorite. But the Deacs had to settle for the runner-up spot, losing to underdog N. C. State in the finals after defeating the University of Washington in the opening round.

The six-game winning streak was snapped, but the Deacons were well above the .500 mark by now and went even further above it with victories over Maryland and Virginia at Greensboro. Here "C.D." scored 52 in the two nights to lead the Deacons, with Walker assisting in a big way.

Wake Forest now entered the most challenging part of its schedule with a 9-2 record. First came a surprising home loss to Duke—surprising in that the Deacs had won the first game between the two schools by 28







The Deacons ended the season with six wins to tie for third place.



points. Wake made up for this to a degree by beating State and reversing the earlier loss. It was again too much Charlie (with 31 points) and Gilbert (with 20 points and 17 rebounds).

The next four games would have scared any team in the country—all four games were played against nationally ranked teams. All the games were close, but in none of them did the Deacons relish the rewards of victory. Davidson won by eight at Charlotte in a game hotly contested all the way. The Deacs then returned home to meet arch-rival Carolina. The Tar Heels seemingly had the game won, but the Deacons courageously cut the lead to three points in the final seconds, only to lose by five in a heartbreaker.

Following the Carolina game, the Deacs took two weeks off from game activity for the exam period and semester break. Resuming action, Wake Forest found the top two ACC teams waiting. South Carolina used its home court advantage to the utmost to claim its second win of the season over the Deacons. Three nights later Wake Forest met the nationally second ranked Tar Heels for the second time of the year, with Carolina winning this time by eight at Chapel Hill. These defeats hurt even though they came against some of the nation's top teams. But through these defeats shined two new stars—Dan Ackley as a starter and Larry Habegger as a reserve.

With the first nine players all playing a contributing role for the Deacons and with the toughest part of the schedule out of the way, Wake Forest appeared capable of beginning an eight-game winning streak to carry



itself into the all-important ACC tournament.

A home-court victory over Virginia Tech was the right beginning, but what followed was not. The Deacons had the misfortune of catching Duke on its best night of the season; and for the only game of the season, Wake was never in the contest.

The next game will go down in Deacon history. It was a record breaking one for Charlie Davis. He broke Len Chappell's single game scoring record of 50 points by pouring in 51 in the win over American University.

Three victories in the next week completed the home season for the Deacons. Davis followed his 51 point performance with a 35 point game against Clemson. Next, Wake overcame State's slowdown tactics to win by three, as Walker scored 20 of the Deacon's 52 points. In the last home game of the season, it was again Walker, with 23 points who sparked Wake Forest's comeback win over St. Joseph's.

The home season was now over, and two road games at Clemson and Virginia remained before the ACC tournament. These two conference victories gave Wake Forest an 8-6 ACC record and a tie for third place with Duke and N. C. State. But the "second season"—the one which really counted—was yet to come. Wake Forest drew the fourth seed for the tournament, behind an inconsistent Duke team and in front of a stubborn State team.

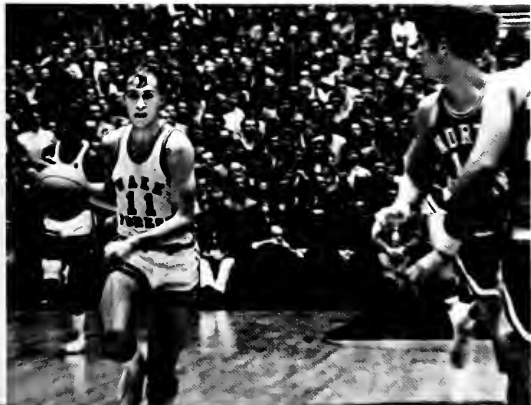
The first round saw the top four seeds advance as expected. The Deacons were sparked by senior Jerry Montgomery and came from behind in the second half



Head Coach, Jack McCloskey

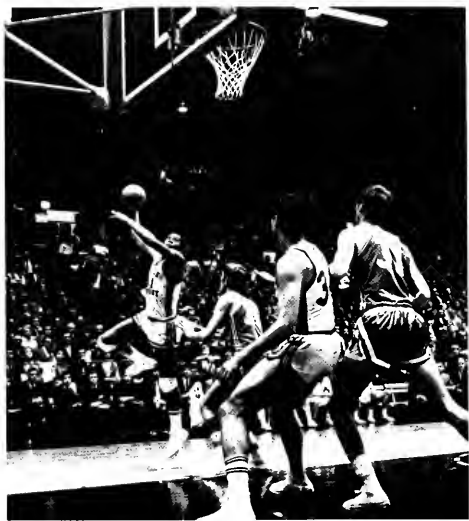
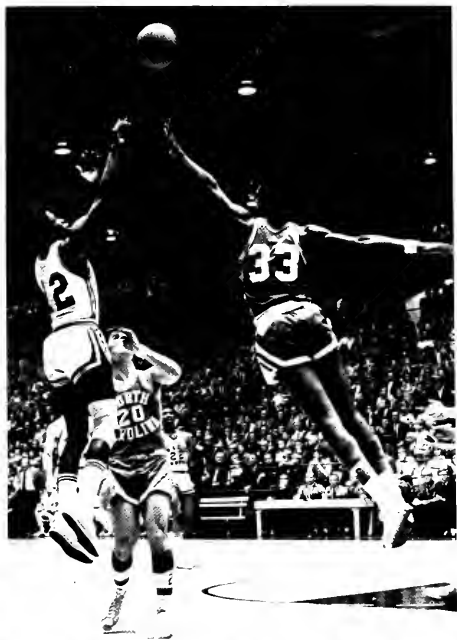


BASKETBALL TEAM. Gil McGregor, Dan Ackley, Larry Habegger, Neil Pastushok, Norwood Todmann, Dickie Walker, Bob Rhoads, Bo DuBose, Jay Randall, Charlie Davis, Tommy Lynch, Bob Fuller (Manager), Chuck Shumate (Manager), Dave Ellis (Manager), Jerry Montgomery (captain).





This team reminded Deacon fans of the Bones McKinney era at Wake Forest.



to upend the Wolfpack for the third time during the season. The semifinals brought excitement and surprises all around. Wake's seven game winning streak ended as the Tar Heels came back from an eight point half-time deficit to advance to the finals, where they defeated Duke, an upset winner over South Carolina. With Frank McGuire's super sophomore team completing a fantastic 20-6 record, Wake lost its chance for the NIT bid to the Gamecocks.

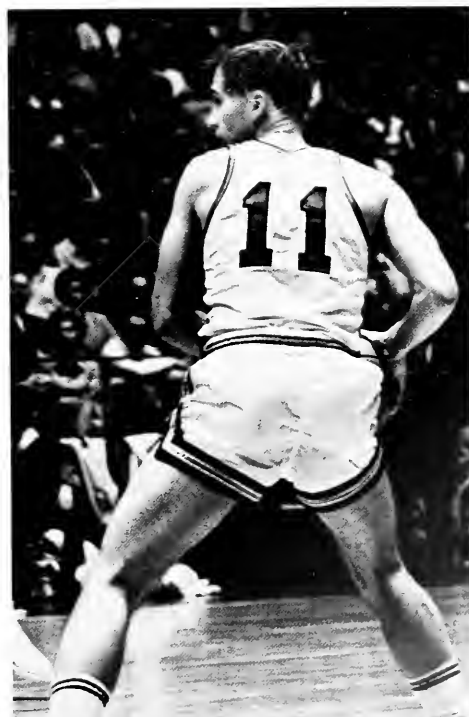
The season was over now, and you could look at individual players and the season in perspective. The two seniors would be missed, but they would not be irreplaceable. Jerry Montgomery, the captain, did not start every game, but his contributions throughout the season were important many times. Jay Randall, the other senior, saw limited action.

The juniors—the sophomores of the 5-21 team—were vastly improved; they had indeed learned to run. After leading the Deacons in scoring his sophomore year, Dickie Walker became the complete team player—shooting less, but hitting more, passing off to his teammates, rebounding with much taller opponents. Dan Ackley improved vastly throughout the season and moved from an infrequent sub to a necessary starter. Norwood Todmann, second highest scoring returnee, started at times, but more frequently came off the bench to spark the Deacs. Larry Habegger, also a starter as a sophomore, had become a dependable reserve by midseason, often coming in to relieve McGregor and Ackley during the game.

Of course, there were the sophomores. At times, McCloskey started four of them. Guard Bobby Rhoads regularly alternated with "Zeke" opposite Davis. Neil Pastushok was a starter at the beginning of the season, but a hurt ankle cut down on his playing time late in the year. Big things were expected of Gil McGregor, maybe too big. People have a tendency to expect super-human things from the big man. McGregor proved he was only human. He was, however, the leading rebounder on the team and one of the leaders in the ACC. With the experience and maturity he gained this past season, he may yet prove himself to be super-human.

The other sophomore starter was Charlie Davis, a bona fide All-American candidate if Wake Forest has ever had one. Davis established himself early as one of the top guards in the conference and was one of two sophomores to make the All-ACC team. His 22-plus scoring average was sensational, exceeded only by his attitude.

This team made the Deacon faithful reminiscent of the Bones McKinney era at Wake Forest and of the 1961-62 team which placed third in the NCAA championship. This was a very successful season in basketball at Wake Forest. The wins returned, and it felt good to be a winner. The freshman team this year was also a winner, upsetting Gardner-Webb in the final regular season game to finish with an 11-5 overall record and a 4-2 Big Four mark. This freshman team will give added depth to the varsity next year. There seems little doubt that Wake Forest basketball is again winning basketball.





SWIMMING



*Wake swimmers are humans,
not fish like those at State.*

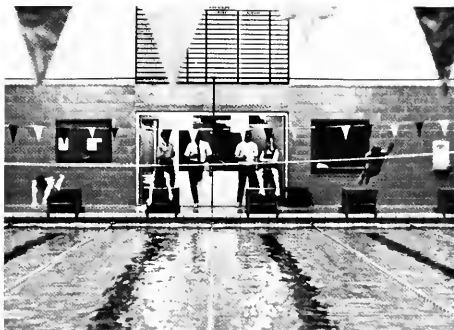




Three o'clock was a long time coming. First there was the morning weightlifting class. The afternoon brought the students out to swim for enjoyment and to pick up one hour's credit. Then came what he really looked forward to—his boys, his swimming team. They were a young bunch this year, all sophomores and juniors, except for the one senior, co-captain Frank Stelling. Out of his thirteen years at Wake Forest, this bunch of "ponies" had to be the most promising. Still there was no hope of ever competing with a team like State. Why, the money he could offer to potential Deacon tankmen was but pennies compared to what a school like State could promise, and money builds the "pipelines" to where the "horses" of swimming are. Wake swimmers are human, not fish like those at State.

The experience his boys gained was great. With more practice Whittington should better his own 50-yard free-style record next year. Then there was Trivette, his leading point getter, who was named co-captain in his sophomore year. His other four sophomores did a good job, too: Glass in the 100-yard free style, Chamberlain in the butterfly, Hogan in the backstroke, and Richardson in the breaststroke. Another high point getter was junior Mike Neale, his jack-of-all-trades who swam the individual medley.

But experience does not win meets or finance scholarships. He finished a 4-7 season with a bit of resentment. It was so close to being a 6-5 record. The boys deserved better, but what could he do with his hands tied by the lack of money? Face it: Wake Forest is, and always will be, a "babysitter" in ACC swimming. He had boys with desire, good facilities, and the right idea, but he did not have the money. But what could he do? He was only the coach.



SWIMMING TEAM. First Row: David Slaten, Ernie Glass, Jim Richardson, Mike Phelan, Larry Chamberlain. Second Row: Barry Hackshaw, Steve Bundy, Rich Whittington, Bert Moody, Jim Hogan, Dan Freyberg, Coach Leo Ellison. Third Row: Ed Johnson, Frank Stelling (co-captain), Paul Trivette (co-captain), Mike Neale, Lindsay Browning, Bill Bley. Fourth Row: Frank Donaldson (manager), Jack Yates (manager), Ben Yarborough.





GOLF

Championship golfers bring international prestige to Wake Forest.

Throughout the United States and abroad there are many great tournaments played with some of the best golfers in the game participating. Among these are the World Cup Tournament, the prestigious Masters in Augusta, Ga., the United States Open, the National Amateur, the Eastern Open, the Southern Amateur, and the NCAA Tournament. Wherever there is a big tournament and a good golf course, chances are that a Wake Forest golfer has played, and often won, there.

The Wake Forest golf story has been, and continues to be, one of great success and national fame. The list of ACC championships, both team and individual, is impressive, to say the least. The list of amateur and open tournaments won by individual Wake Forest golfers is both astounding and satisfying. A list of the team members reads like an All-American amateur golfers list. If any university can be called the golf center of the United States, Wake Forest surely ranks high in the list of competitors.

The beginning of this story might be found in two former Wake Forest students, the now great Arnold Palmer, and his good friend and teammate, the late Buddy Worsham. Just as the Arnold Palmer story is a legend in sports, so too is the story of what he did for Wake Forest a legend. After making the big time in professional golf, Palmer remembered his "alma mater" and wanted to help its already good golf program. He donated a scholarship in the name of Buddy Worsham. This fund has grown immensely through the years with the continued help of "Arnie" and additional help from the Carolinas Professional Golf Association. Today, even though Wake does not give full scholarships to all of its golfers, the golf program is one of the top in the country. This high rating is due both to the recruiting ability and guidance of Associate Athletic Director and head coach Jesse Haddock and to the appeal that Wake Forest University and the state of North Carolina offer to the academic golfer.

The list of individual accomplishments of the Wake Forest golf team lends itself to the greatness of our team. Jack Lewis, Jr., has become a legend in amateur golf. Within a year's time he has accomplished an array of golfing achievements: he won the North-South Tournament, finished seventh in the National Amateur, shot the second lowest score of any amateur in the Masters, won medalist honors by four strokes over teammate Joe Inman in leading the Deacs to the ACC Golf Tournament championship by a whopping thirty-one strokes, helped Wake to place third in the NCAA tournament in Las Cruces, N. M., by finishing fifth individually, won the South Carolina Open, and placed third in the highly regarded Eastern Open. As if this were not enough, Lewis, along with three other out-



Coach, Jesse Haddock

The golfers are outstanding in both their achievements and attitudes.



standing amateur American golfers, represented the United States in the World Cup Tournament at Melbourne, Australia, which they won by one stroke. For all of these achievements, Jack Lewis was selected the number two amateur golfer in the country by *Golf Digest*, plus being named to the First Team All-American golf team.

The other members of the golf team are just as outstanding in both achievement and attitude. Joe Inman was named Third Team All-American for 1968. He placed third in the NCAA tournament, leading Wake Forest to near victory. He played in the National Amateur, along with four of this year's teammates. Inman capped the summer by winning the Carolinas Open in a sudden death over professional Harold Kneece. Added to this was close defeat in the Eastern Amateur. The other two seniors, Norman Swenson and Leonard Thompson, both played in the National Amateur and the U. S. Open, as did many of their teammates.

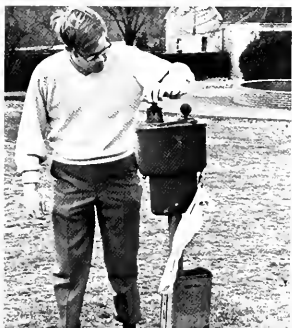
The newest addition to the Wake Forest family of linksmen is Lanny Wadkins, a freshman from Richmond, Va., who is here on a Buddy Worsham scholarship. Besides competing in the U. S. Open and National Amateur, Lanny won the highly regarded Southern Amateur. For his accomplishments, Wadkins was ranked the number nine golfer by *Golf Digest*. This means that Wake Forest has two of the top ten amateur in the country in Lewis and Wadkins.

Even with the graduation of Johnny Harris and Charles Cowon from last year's team, Wake should be in excellent position to continue its winning ways, culminating in the addition of the NCAA trophy to our already abundant collection of awards. With the likes of such golfers as the Lewis's, Swenson, Thompson, Walker, Kallam, Inman, Wadkins, and Coach Haddock, the Wake Forest student body can be proud of its championship golf team.

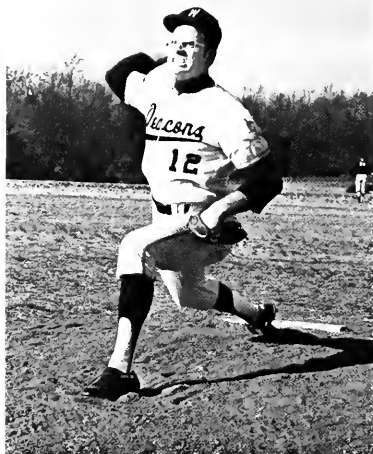




GOLF TEAM Row One: Steve Walker, Chip Lewis, Joe Inman, Mike Kallam, Norman Swenson, Jack Lewis, Jr. Row Two: Coach Jesse Haddock, Eddie Tatarski, Logo Jackson, Tim Arnold, Van Jeffords, Ben Aycock, Lanny Wadkins, Grover Carrington, Frank Wrenn. Row Three: Steve Spragins, Kent Englemeier, Slate Tuttle, Randy Price, Rich Roach, Davis Williams.



BASEBALL



Despite the loss of their head coach, the Deacon "diamond gems" look toward a successful season.



Front Row: Bob Petrino, Jon Robinson, Bruce Garland, Craig Robinson, Jim Callison, Bob Harris, Joe Scripture, Bruce Bergman, Jim Poole, Row Two: Don Polifka, Tom Berry, Digit Laughridge, Bruce Hall, Jim Eschen, Randy Hugo, Ken Zarski, Bob Blanton, Bill DeWeese, Row Three: Bill Heitman (captain), Bud Dalhed, Jerry Jarombek, Jim Rausch, Joe Kreiger, Wayne Brumbaugh, Jim Gadd, John Glover, Ruffin Branham, Paul Jones, Steve McFall, Ted Palmer.

The 1968-1969 baseball team's emphasis was on experience, something in which they almost cornered the ACC market, with the return of a majority of last year's starting squad.

With the departure of head coach Jack Stallings to Florida State University, freshman basketball coach and former professional baseball player Neil Johnston took the reins, spurring his team to improve the 10-24 won-lost legacy left to him by Stallings. His inheritance also took the form of all-ACC Digit Laughridge, along with Bruce Bergman, Jim Callison, and all-round field general Bill Heitman.

These hitters, together with experienced hurlers Bobby Harris, Ruffin Branham, Bob Blanton, and John Glover promised to give the Wake Forest "nasty-nine" a solid foundation upon which Johnston and a host of eager freshmen could build to give the Deacons' diamond-gems a successful season. And in one of its more traditionally successful sports, Wake hoped to make great strides to raise its athletic reputation.





TENNIS

Four seniors and a freshman help Wake break into the Big Four of ACC Tennis.

Any sunny afternoon, one could pass by the gym and see students sitting on the tennis court walls watching tennis practice. In fact, this pastime became more and more popular. Our tennis team had come into its own.

Coach Jim Leighton, veteran of seven years of coaching many successful tennis teams, expected an improved squad. Improvement seemed a tough assignment, however, especially after the previous year's 15-5 record and fifth place finish in the ACC. Although a similar record was expected, the Deac netters hoped to improve their conference standing with a top-flight showing in the tournament.

The hopes of the team basically rested upon a nucleus of seniors: Mike Rubenstein, Ron MacVittie, Dave Ashcraft, and Cliff Pearce. Not only did these men win consistently, but they also served as leaders to guide other team members. Added to this was Jim Haslam, an outstanding freshman from Australia, who may well be one of the finest players in the ACC. Behind a consistently winning team with an excellent coach, the 1969 Wake Forest tennis team promised to be one of the best in the history of the school.

Although only partial scholarships are available, the tennis team has received increased financial support from the University in recent years. As a result, more and better players are being recruited, thus enabling the tennis team to compete with other ACC schools more involved in "minor sports." Hopefully, the Big Four of ACC Tennis (South Carolina, North Carolina, Clemson, and Maryland) will soon become the Big Five.





TENNIS TEAM: Coach, Jim Leighton, Jim Haslam, Bob Brewer, Ken West, Ronnie MacVittie, Dave Ashcraft, Cliff Pearce, Mike Rubenstein.



TRACK



TRACK TEAM: Phil Beavers, John Angell, Jim Browder, Jack Dolbin, Dave Asch, Tom Moyer, Larry Yatsko, Jim Barnett, Mac Smith, Dan Booth, Jerry Terrell, Frank Ebert, Mike Pope, Dave Boutilier, Dr. Harold Rhea.





Plagued with a shortage of money and personnel, "We'll do our best."

This year's track team, under the direction of new head coach Dr. Harold Rhea, could best be characterized by the statement, "We'll do our best." With the graduation of John Hodson, Tom Fitch, and Chuck Adams, all school record holders in their events, the track team had to build this year around two seniors, six returning lettermen, and manager Don Schiller.

Captain Dave Asch should prove to be the most consistent scorer for Wake Forest. Placing second in the broad jump at the Big Seven Indoor Track Meet, Dave should pace the team outdoors by broad jumping, triple jumping, and throwing the javelin. Ed George, an outstanding performer in the shot put and discus, and returnee Tom Moyer in the high jump furthered the Deacons' chances in field competition.

Much of the strength of the team lay in the middle distant events, the 440 and the 880. Powered by sophomore letterman Dave Boutillier's inspired 880's and by lettermen John Danforth's and Tom Browder's effortless 440's, the Deacons had hopes of filling some of the few places left open by Maryland, the leader in ACC track and field competition. Also expected to perform well were Larry Yatsko, Monty Sanders, John Taggart, and Bob DuVal in the 880 and junior letterman Phil Beavers in the grueling mile and two-mile runs.

Led by speedy Jack Dolbin, who should place in every dual meet of the season, the sprinters worked hard on their starts and, of course, on their finishes. With the addition of four freshmen sprinters, Coach Rhea had a fine nucleus around which to build the relay events.

The problem of track at Wake Forest is the problem of every "minor sport" here: a shortage of money and personnel. But with so many underclasmen on the squad, a good head coach, and hopes of a few track scholarships, the future of Wake Forest track is encouraging.



INTRAMURALS

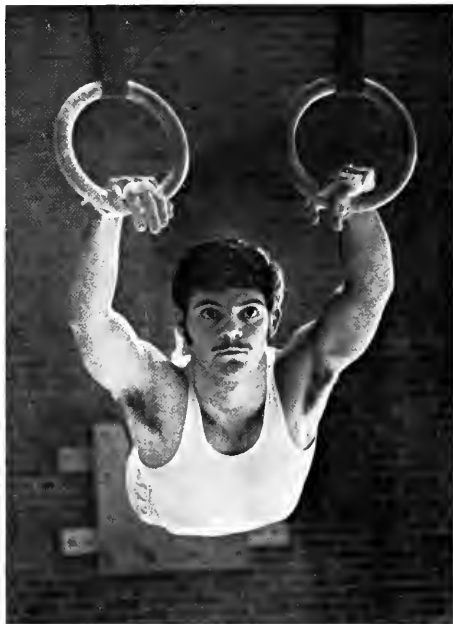
For participation as a team or as an individual, opportunities are there.

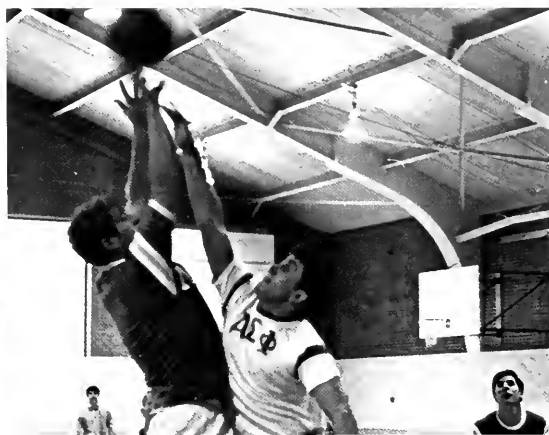
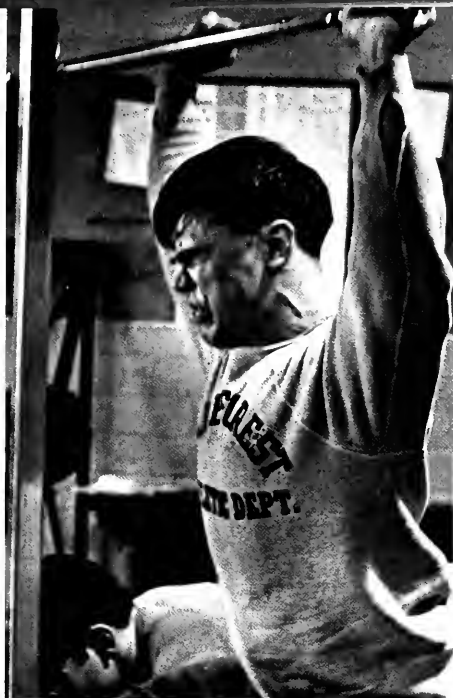


Participation is the name of the game. For some it is participation as an individual for his self-satisfaction. For others it is participation as a team, whether it be with a fraternity, house, society, or just with friends. Then there is also the desire for physical fitness in oneself; for just as the student is at Wake Forest to educate and improve his mind, likewise it is important to develop and improve the body. For to neglect one in comparison to the other is to neglect the whole person.

Wake Forest has developed a strong intramural program stressing both the individual and the team. Every fraternity competes against each other to win the intramural sports trophy, which has great bearing on the winning of the All-Campus Trophy. Likewise, each boys' dorm is engaged in fierce competition to improve both the individual and the spirit of the house members. The boys' program ranges from the intercollegiate sports of football, track, golf, and tennis to the non-varsity sports of bowling, wrestling, water polo, and handball. In comparison, the girls also have their program, consisting of such activities as field hockey, basketball, volleyball and swimming.

Physical activities can be found at almost any time of the day. Every afternoon dozens of friendly basketball games can be found on the courts. But to many people, a strenuous game of handball or a quick workout in the weightlifting room is more to their liking. Whatever the sport or reason, the opportunity and facilities to workout and compete are always there.

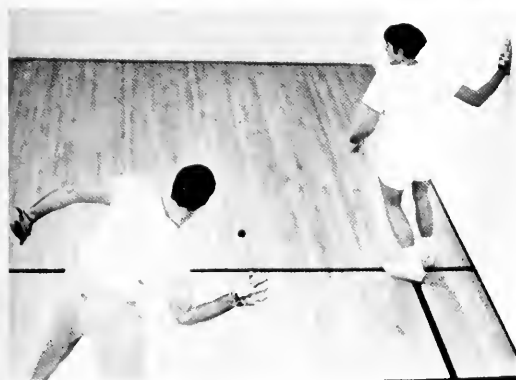






The range of sports varies with individual interests.







FOOTBALL

(Won 2, Lost 7, Tied 1)

WF	
6	N. C. State 10
20	Clemson 20
19	Minnesota 24
6	Virginia Tech 7
27	Purdue 28
48	North Carolina 31
38	Maryland 13
21	South Carolina 34
3	Duke 18
28	Florida State 42

CROSS-COUNTRY

(Won 2, Lost 6)

WF	
50	N. C. State 15
50	Duke 15
28	Appalachian 27
47	Virginia 16
24	Davidson 35
50	North Carolina 15
25	South Carolina 34
41	Clemson 18
9th Place-State Championships	
8th Place-ACC Championships	

BASKETBALL

(Won 18, Lost 9)

WF	
88	Florida Southern 72
63	South Carolina 68
87	Temple 86
110	Baldwin-Wallace 83
95	Maryland 87
98	William and Mary 58
106	Duke 78
81	Washington 70
67	N. C. State 69
93	Maryland 71
90	Virginia 66
81	Duke 85
88	N. C. State 79
82	Davidson 90
89	North Carolina 94
62	South Carolina 73
76	North Carolina 84
79	Virginia Tech 71
93	Duke 122
105	American University 81
100	Clemson 84
52	N. C. State 49
87	St. Joseph 77
112	Clemson (2 O.T.'s) 104
87	Virginia 84

ACC TOURNAMENT

81	N. C. State 73
72	North Carolina 80

SWIMMING

(Won 4, Lost 7)

WF	
24	Virginia 80
31	Maryland 82
64	Appalachian 38
63	William and Mary 41
47	North Carolina 65
46	Clemson 57
48	South Carolina 65
45	Duke 59
60	Davidson 44
54	V. M. I. 50
43	N. C. State 70
6th Place-ACC Championships	



GOLF (1969 Schedule)

Ohio
Red Fox Invitational Tournament
Palmetta Invitational Tournament
North Carolina
Davidson
Davidson
South Carolina
Clemson
Duke
Maryland
Virginia
Northern Invitational Tournament
N. C. State
ACC Tournament
NCAA Tournament at Colorado
Springs

BASEBALL (1969 Schedule)

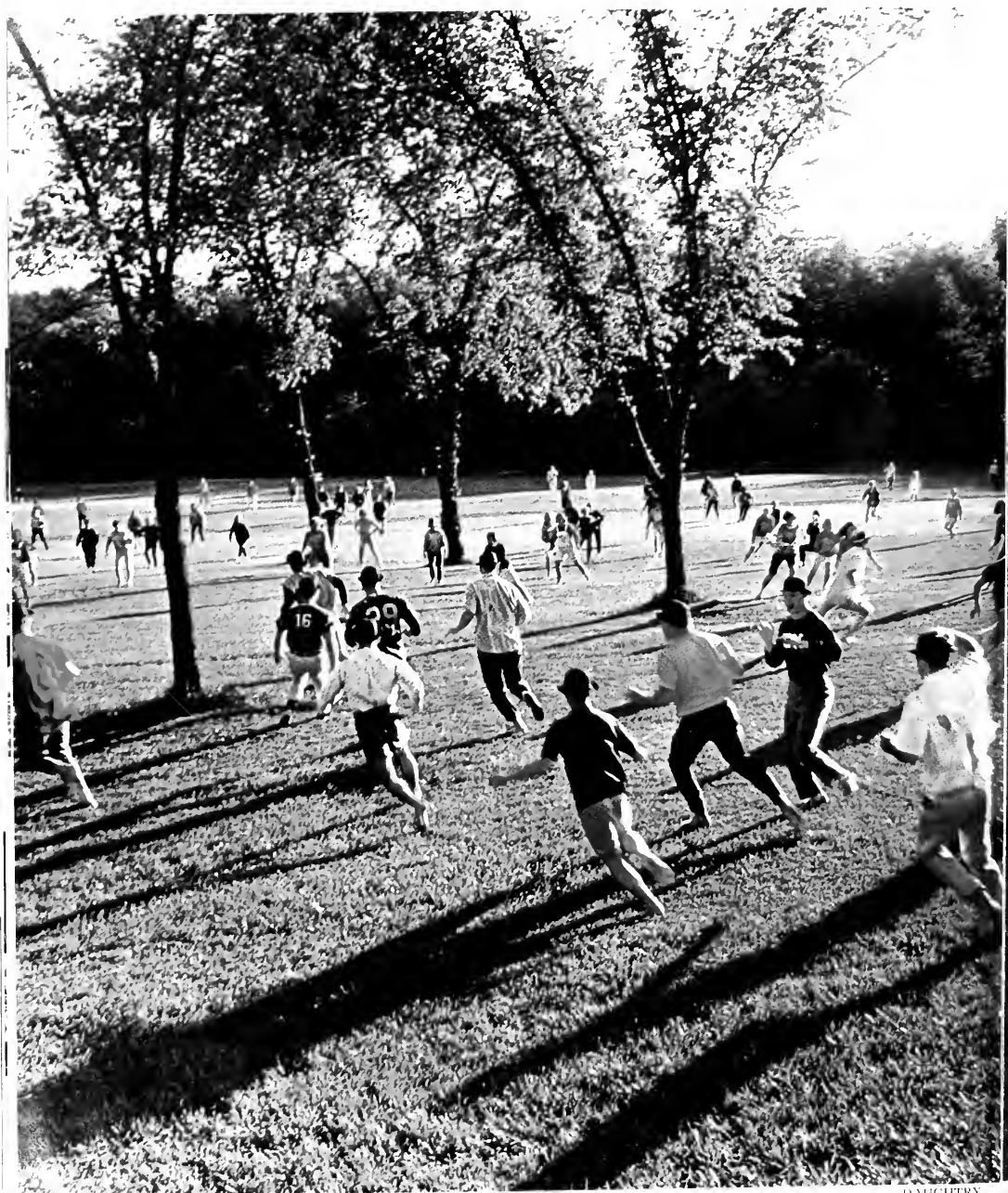
Ohio University (2)
Yale University (2)
University of Massachusetts
(2)
Georgia Southern
Jacksonville University (2)
Florida State University
Florida State Invitational
Clemson (2)
Virginia Tech (2)
North Carolina
Virginia
Maryland (2)
N. C. State (2)
South Carolina
North Carolina (2)
Maryland
Virginia (2)
Duke
Clemson
South Carolina (2)
Duke (2)
N. C. State

TRACK (1969 Schedule)

High Point
Clemson
South Carolina Relays
Appalachian
N. C. State
Duke
Virginia
Carolina Relays
WTVD Relays
ACC Championships
District AAU

TENNIS (1969 Schedule)

High Point
East Carolina
Ohio University
Ohio State
Clemson
Kent State
South Carolina
Toledo
East Stroudsburg
Virginia
Furman
Duke
Maryland
Appalachian State
Virginia Tech
North Carolina
N. C. State
Davidson
ACC Championships



DAUGHTRY

"Solitude is not the state of being alone or of choosing to get away from everything and everybody."



DAUGHTRY

STUDENT LIFE

The meaning and importance of education varies with people and the times. No longer does the student pursue only the academic disciplines; today's student also develops his social, creative, and leadership potentials. Education is an experience to be shared with fellow students and professors. It is asking, reflecting, understanding, involving, and sharing—it is interacting.

This active involvement is manifested in student life—in the life away from his textbooks, E & Q reports, and dull lectures. College organizations, BSU, tutoring underprivileged children, fraternities, and societies are all a part of involvement. That is, they are all part of taking extra steps to make a college education personal and satisfying.

Thus, in the concept of total education, the person moves away from the solitude of constant study to the involvement of personal interaction. Solitude is not the state of being alone or of choosing to get away from everything and everybody. Rather, it is the state of leaving yourself out, of refusing to take the responsibility for contributing to the mutual dependencies of community living. This solitude can be seen in many styles of life, but whichever the style, it seems to be the most complaining and apathetic Wake Forest students who are the solitary ones.

Students, however, for whom involvement is real, find that a hall is a special group of people, that creative writing is educational and relaxing, and that photography is profitable and fun, and something to be shared.

Interaction with people results in valuable exchange of ideas, in co-operation on projects, and in long-lasting friendships. Disappointments and joy are equally

shared, and roommates understand F's, empty mailboxes, all nighters, and blind dates. Friends make lonely dateless weekends, room cleaning, and ironing bearable. And college is full of those good times which are made even better when they are shared. The gardens, concerts, the T.O.G., not to mention water fights, hall parties, and practical jokes draw people together in times that will be remembered long after fill-in-the-blank knowledge has lost all relevance.

Many students view college as a preparation for life; they regard the college diploma as a birth certificate. These four years are preparation, but they are no more preparation than any other experience. That is, they are no more preparation than any experience is for the one following. If these years are considered only as preparation, it is unfortunate, then, that the college experience is never realized.

A student who sees college as education by participation is not solitary, but sensitive to his intellectual and social environment. Involved and committed, his education is beneficial to self and University. And although the involved student life has its frustrations and drawbacks, it has its satisfactions as well—the satisfactions of the formation of a new society, of an after-graduation job resulting from a campus photography hobby, and of a group of friends. Often one's doubts arise if project progress is slow or if hell raising party life is limited occasionally or if his QPR is not what it should be. However, if justification is called for in such cases, perhaps the best justification is that a myriad of experiences forms the best combination for life and preparation.





COLLEGE UNION

Plans to fulfill the expectations for a college union are beset by obstacles of "the system."

Probably the main feature of the physical plant of any American college or university is its Student Union building. Because of this building's central location and all encompassing facilities, it is the one point of common contact for the entire academic community in its social, educational, and cultural activities. In short, the Student Union building is a graphic and vital microcosm of the students' and educator's world.

Wake Forest University does not have a Student Union building.

It does not have a full time staff to direct the various placements of groups according to time and available space.

It does not have a full time director to give some sort of direction to a \$40,000 budget and a group of young men and women trying to give the campus what it wants and to fulfill their own leadership potentials.

For the Wake Forest student there is no common meeting ground (although proponents of the East Lounge would tell you otherwise), no flexible structure of participation, no arbiter of taste and experimentation, and no space.

It is rather hard to explain these things to the many students who are concerned mainly with a night of entertainment by some good group that will not cost them too much. And it is hard to explain to the student who looks forward to going to lectures for the fun of it, or who drops into the gallery lounge in Tribble with some regularity to confront an artistic work.

Yet the students, regardless of the system, must work for these things, if it is expected of any College Union that it seek to provide all or some of the



Mary Alice Steele, Secretary





J. D. Wilson, President



activities that are necessary to keep the campus going. Some people this year questioned whether the Wake Forest College Union fulfilled that goal on a campus experiencing growth with the expansion of the Urban Affairs Institute and Ecumenical Institute, and the formation of the Youth Affairs Center.

However, this situation cannot be blamed just on the officers and committeemen of the College Union. Fault lies with the system and the vicious circle of a university that cannot yet afford to convert Reynolda Hall into a full-scale student center. To compensate, the CU completely renovated the East Lounge this year, creating a special area for TV viewers, a central area for card playing, and a billiards area for the pool sharps. Unfortunately, few students appreciated these efforts, and aside from the world series days, televised Deacon basketball games, and the presidential elections, the most activity centered around the pool tables. And when students did use it, they left their mark of clutter on the floor and disarrayed furniture.

It follows that fault also lies with the student body which does not make its tastes or desires for activities known and which is found, not behind the lights working and starting new programs, but only in the audience of critics.

There were five major concerts this year, all of which provided good or safe entertainment: the Royal Guardsmen, Homecoming (The Rascals and the Sam and Dave Revue), Al Hirt, Ferrante and Teicher, and a revival of Magnolia Weekend (co-sponsored and financed with the WGA). These were big names and the concerts were polished performances. In fact, from the strobe lights of

the Rascals to the big horn of Al Hirt, they were spectacular. After the poor schedules of some past years, these tried and true performers were definitely welcome.

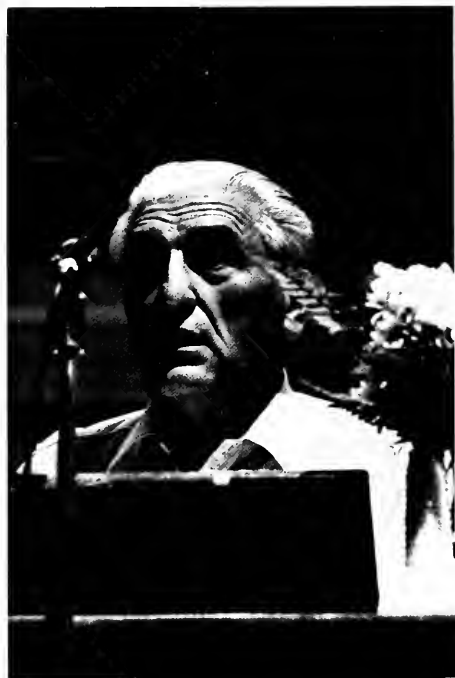
At the same time, some people lamented the absence of concerts which would appeal to the minority tastes. And, as it were, their lament was justified. But it must be remembered that with the limited budget that the College Union has (approximately \$10 of each student's \$150 activity fee was allotted to the CU) its functions have to cater to the majority taste in order to assure adequate returns for its costs. A school such as Carolina, where a student pays \$40 a year to the CU alone, could afford to take chances on less well-known groups. Their student body and facilities are large enough to support attendance at any concert. Here, Wait Chapel seats only 2300 people.

Also, some students raised complaints about the \$12 date ticket for both homecoming events. This price was steep when they didn't even know where their \$150 activity fee was going. But considering all the free functions provided by the CU (the film series, the art exhibits, the lawn concerts, the combo parties) the high cost of these concerts was partially offset.

This year the College Union struck up many exciting areas of activity—some exciting on their own, some made exciting by student participation.

The Fall found the College Union with a new president, Jim Martin, and a new recreation center, the renovated East Lounge. A waterfront concert by the Royal Guardsmen, was a hit until one of the amplifiers cut off inconveniently.

*A schedule of social, educational
and cultural activities occupies the student.*





The film audiences grew with the coming of such films as "Blow up" and "A Man and a Woman."



A good "tie-in" with the orientation program was Dr. Alex Haley, a writer who did research on the book the freshmen read for orientation, "The Autobiography of Malcolm X." The freshmen were quite taken with this and the College Union proposals to join the committees. But few people signed up, and such committees as Publicity and Film went begging.

Another big event which grew a curious and interested audience was the Dr. Sidney Cohen-Timothy Leary debate in October. The debate, as proclaimed by the Winston-Salem Journal's correspondent, never came off, but it was quite stimulating to see the grand guru of drugs and the sanctified "21 religious" systems in person and not on the Merv Griffin Show.

Poetry-editor of the Saturday Review, John Ciardi, failed to show in November, but ABC's chief anchor man for the evening news, Peter Jennings, came in December. For the first time with the Jennings' lecture, some of the Wake students found out what it meant to have an education: some of the questions put to Jennings were more intelligently answered by the students than by the "star-reporter" Jennings.

Homecoming brought its traditional big show, and none of the acts canceled out. Despite the fact that Wake Forest lost its football game, a good time was had by all,

whether at CU festivities or at other parties. The Sam and Dave revue gave its exposition of soul music, and the Rascals concert offered a contrast in terms of musical composition and the big songs.

Several combo parties took the scene when it was thought the campus would be dead. The Christmas party was a big success running against the Film Committee's presentation of Antoini's "Blow-Up."

The Film Committee made headway in increasing its audience and discussion group patronage during its three series which included American Classic, Foreign, and the Weekend Flick. Doug Lemza's film schedule was in fact rated number four among the Country's colleges and universities by the American Federation of Film Societies. Outstanding films included "Blow-Up," "Darling," "Divorce-Italian Style," "A Man and A Woman," February's Alfred Hitchcock Festival (with eight consecutive films), and May's Weekend With Liz and Dick ("The Taming of the Shrew" and "Who's Afraid of Virginia Woolf?"). The Committee started the campus off in getting to know the difference between an Antonioni and a Fellini.

Lord Harlech, formerly an ambassador to the U.S. from Great Britain, lectured in February, while Ferrante and Teicher accompanied the CHALLENGE '69 symposium in



E S

C. U. FLICK

DARLING

with

JULIE CHRISTIE DIRK BOGARDE
LAURENCE HARVEY

and
William Holden

Directed by Billy Wilder

Fri. Nov. 22 7 & 9 P.M.
Sat. Nov. 23 7:30 P.M.

Tickets for Antonioni's

BLOW UP

with the Special

to 7 PM

Tickets are needed
admission to DeTambis.
Showings are 3, 7, 9, P.M.
and Midnight, Fri. Dec. 13





*CU plans a Reynolda Hall equipped
with facilities for active students.*





March. The revival of Magnolia Weekend under a different name brought the Tams, Anthony and the Imperials, and The Association. And to take things full circle, John Ciardi was booked for the final appearance in May.

The Travel Committee brought several tickets to the outside world for the students: several skiing trips, a ski party, and the annual Nassau jaunt.

The Fine Arts Committee selected several fine paintings and planned several interesting exhibits. Two of the most attractive were a look at Picasso during the fall months and an exhibit on "looking" at a painting during the winter.

Publicity and Hospitality kept their domains going, while a new committee dedicated to the interests of internationalism among students was established to foster that preoccupation.

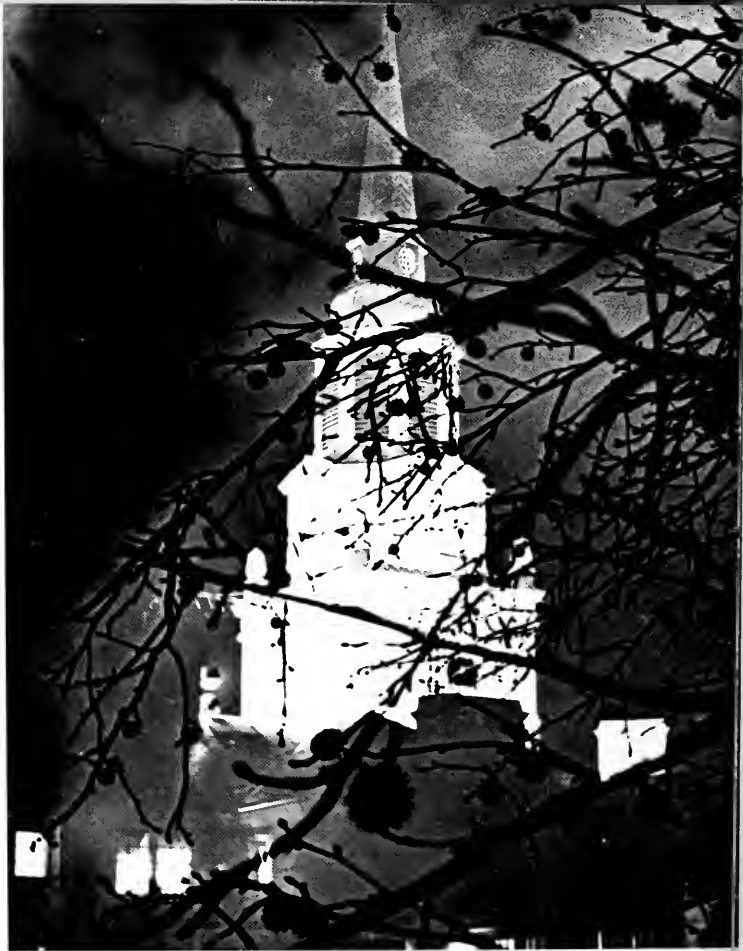
The College Union also communicated with other unions at the annual regional conference in Montreat. This October trip was a chance for the Wake Forest delegation to exchange ideas with other schools.

But the one movement that contributed most to the College Union image this year was the College Union Building Planning Committee. With this group of faculty and students lay the germinal idea of turning Reynolda Hall into the centrally located building that a campus deserves.

This committee's plan, under the chairmanship of

Union president J. D. Wilson, who picked up loose ends after Jim Martin's resignation in November, was not only to renovate Reynolda Hall but to change its character from a dowdy middle-aged matron of the campus, filled with offices of keeping rather than of action, to a charged center of activities and active people. In relation to the past, the College Union would become a building with space and a staff rather than just an office with committees and events.

As previously mentioned, constructive criticisms have been leveled at the College Union by some more forward thinking students. But with the present budget, the limited facilities, and a typical abundance of students who are not willing to work, the College Union conscientiously and commendably tackled its social, cultural, and educational goals.



RELIGIOUS LIFE

An apparent paradox creates mature faith.

Wake Forest might well be called a religious paradox. The offspring of a religious tradition always characterized by its evangelical fervor, somehow the University has seemed to be far removed from the zealous faith that captured and motivated its founders. A few are vocal in their rejection of Sunday School childhoods, but most are content to let their disenchantment be reflected in a disinterested apathy. The ritual of Sunday morning church attendance becomes too burdensome for all but the most stalwart; many of these fail even to find a little meaning in an hour isolated from their

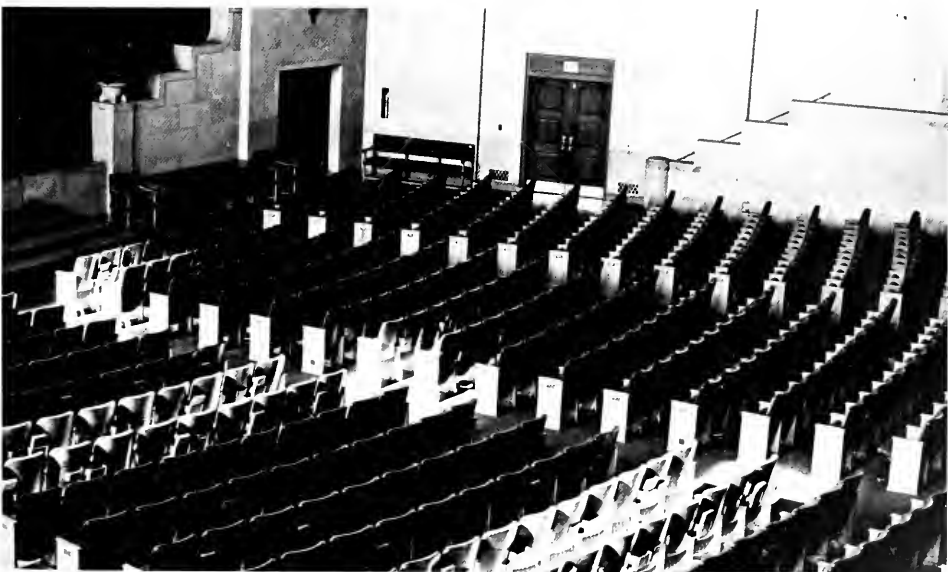
daily lives. New freedom, both in thinking and in living, releases the student from obligations which he has always, perhaps, secretly regarded as mere obligations. Unassimilated beliefs are sloughed off, hereditary vestiges which may someday be revived in the interests of parenthood, but for now are abandoned as irrelevant to the living at hand. Perhaps it is little wonder that some of our Baptist associates see the Deacons as more than rhetorically demonic.

But appearances are always deceiving. What appears to be the rejection of a religious heritage—and, indeed, of religion itself—is often a healthy iconoclasm of those childish things which St. Paul so wisely advised putting away. The challenge which university life presents to all value structures is for many a stimulus into the stormy transition from a puerile religiosity to a mature faith, from what has been passively inherited to what can be grasped and assimilated as a part of one's self.



This transition is the water-mark of religious life at the University; invisible to the casual observer, it is nevertheless deeply engrained in each student's religious thought. Not everyone allows himself to be challenged—some cling unquestioningly to values they have brought with them, and others couldn't care less—but for those who are open to it there can no longer be any mediocre faith.

Much of this underlying faith-struggle goes unnoticed. In November students gave 1500 meals and raised nearly \$3000 for starving Biafrans, but probably few noted the connection between their human concern and the religious heritage of "Pro Humanitate" inscribed beneath the cryptic Greek letters on their class rings. A new poetry magazine was added to the University's publications, but probably few saw the myriad references to empty churches and moribund gods that had come from the pens and hearts of fellow students. Informal groups met in the dorms for prayer and Bible study, but these catacomb meetings went unnoticed by the majority of students. The president of the student body spoke openly of the "abundant life" he had found in



*"The bulk of religious life lies beneath
the surface of campus routine."*





God, but only those who knew him could appreciate the full force of his words. In short, the bulk of the religious life at Wake Forest lies beneath the surface of campus routine, realized only in the moment of subjective experience.

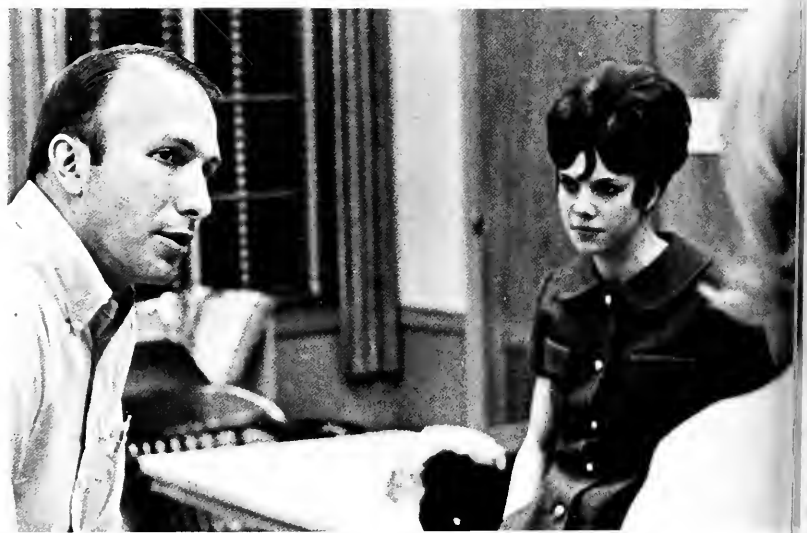
But the passing of these obvious, external forms is seldom mourned, for the student comes to realize that the grasping of these subjective moments is closer to what faith is all about. The challenge of the University has taught him that purpose must come before institution, content before order.

That this lesson has been taken to heart became most apparent in the student movement to change the age-old structure of the chapel program. Petitions were signed and submitted, and a wise administration responded, realizing that "compulsory chapel" could only be a misnomer or a contradiction in terms. The mandatory bi-weekly programs were abandoned in favor of voluntary worship services, planned by a committee of faculty and students. "Chapel" finally became chapel, and students were finally given the right to choose to worship.

The new chapel structure was but one of the opportunities for the growth of personal religious life. The Interdenominational Center sponsored its perennially popular Pre-School Retreat and mid-year New York Seminar. These annual events provided the context for the refreshingly wholesome activity of deepening religious awareness in the midst of a good time. The Attic, also sponsored by the Interdenominational Center, followed in the same vein as a forum for spontaneous discussions and relaxed, extra-academic socializing.



*College Life
concentrates on shared
devotion and fellowship.*





The Baptist Student Union also continued to offer many outlets for the student's religious expression. Though its popular Forums no longer took place around a meal, there was still much food for thought with discussions, drama, and dancing forming the media of both question and response. Students again worked at the Patterson Avenue Mission, some continuing the child-care and recreational programs and others experimenting with a new adult literacy mission. The BSU Choir became an important means of student expression and outreach, growing to an active group of forty with numerous engagements throughout the state. Wake Forest was also treated to its first Electric Circus and Light Show under BSU auspices, with the programs' profits going towards the Union's pledge to the statewide "Listen" project. One of the Union's most unusual and rewarding projects took place during Religious Emphasis Week when eight Wake Students had the opportunity to teach regular classes at Gardner-Webb; the results were some apparent cracks in student apathy there and a growth through giving here. In all of their projects, the Interdenominational Center and the BSU's unique contribution to campus religious life was their flexibility as institutions, their desire to be creative in offering opportunities for students' religious growth.

There were other, less-structured opportunities as well, largely the product of student initiative. Inter-Varsity Christian Fellowship concentrated on the devotional aspects of individual religion, struggling with the problems of being consistent in applying faith to life. A newer group, College life, drew from both Wake Forest and Salem; its informal meetings centered around a common sharing of spiritual strength through



devotion and fellowship. And, at a still less-structured level, individual students devoted time and effort to church activities, choirs, and classes.

But whether at the institutional or the individual level, Wake's religion was distinguished by its genesis with the students themselves. The transition from externals to internals, from cold confirmation to a warm affirmation, lay at the heart of the student's struggle to establish meaningful values for an adult life. He will certainly forget the names of the Israelite kings that he memorized for Religion 111, but he can never return to the unchallenged, undigested religion of his childhood. He may not know it, but living here has pushed him a little further towards his goal of a mature life.

THE CHOICE

The adjustments to college life produce unique living experiences.

College life means adjustment; for some it is long desired freedom, for others it is a strict parent, but for all it is a unique living experience. For most Wake Forest students, freshman year is the first time they have lived away from home. Since their backgrounds are varied, some students have no difficulty adjusting to communal living while others have a hard lesson to master in self discipline.

Wake Forest's deferred rush system is responsible for a certain unity that develops among the students first semester of the freshman year. Freshmen, for the most part, have to live in the dorms and associate mainly with those of their own class. The Greek world is a big secret. Not being allowed to associate with any Greeks, the freshman adjusts to independent life.

A boy is invited to participate in MRC activities if he pays a fee. If he chooses to remain a true independent, the boy has limited social opportunities available to him; he depends largely on College Union and Winston-Salem entertainments. And although one is often forced to be congenial with different personalities, there are close ties among suitemates that even serve as a social tie for some.

It is assumed that societies are completely unknown to freshman coeds. In fact, hall parlors, large halls, dorm parties, big sisters and recreation rooms are all she knows, but they do provide a social organization although it is usually confined to dorm activities.

Yet, for some upperclassmen, the Greek world is not a secret. It means a closer association with a small group of friends and more social life. Furthermore, since there is stronger pride in this smaller group, there is incentive to excel in academics, intramural sports, and campus-wide activities. One could say the same for MRC "spirit" except that these groups are larger.





Then comes the end to first semester independent life; all freshmen have been socialized similarly, all are supposedly adjusted and mature, and all are certain of where they belong in the Wake Forest family. Of course, it is only natural to desire to live, work, and socialize with friends of similar interests, attitudes, and habits.

The boys in this case begin to decide which friends they want to associate with when they are faced with MRC. Their questions increase with mid-semester Greek smokers, and usually a choice is made early in second semester of freshman year. Girls finally realize what all the upperclassman smiles and hushes were about first semester, and in the midst of ten minute room visits, flowery smokers, and rehearsed formal parties, the coed must decide where she belongs at Wake Forest.

How does one choose? How can one be sure? How will the choice affect him now and later? Will the choice hinder his academic achievement? As with any decision, sacrifices must be made. Is the decision worth the money, the time, the loneliness, the grades, or the friends? Satisfaction or dissatisfaction with the choice depends on how seriously a person takes it and on his living that way and liking it.

G.D.I.'S

"What does a fraternity oriented campus offer to them besides classes and a reserved seat in chapel?"



Independents. Who are they? Where are they? What does a fraternity oriented campus offer to them besides classes and a reserved seat in chapel?

Independents. They're the ones who might not have made their grades as freshmen and could not rush, but by the time they were sophomores they had made other close friends. They're the ones who came to study and not to socialize. They're the girls who date on other campuses or the boys who did not quite have the money or the transfers who got left out. Campus leaders and campus nobodies. They're the ones who love Wake Forest and work for it. Or the ones who do not care at all. They're the kids who live next door.

Independents. They're everywhere—except at beer blasts and at meetings on Monday night. Just look around. In campus politics, in Honors, in the theater, sports, the C.U., religious organizations, Challenge, and on Pub Row, independents play roles of leaders or active followers in major campus organizations. Some of the fraternity men, banded together in suites above party rooms, lump all independents together and label them "uncool;" yet they elect independents to the most important offices on campus, applaud their theater performances, and cheer for them in sports events. Society coeds often wonder how any ears could be deaf to the call of sisterhood, yet they confess to their independent friends the looseness of the ties that bind the clubs.

What does Wake offer these independents? Some say that it offers a lot. "There's so much here to take advantage of if you just decide you will. Sure I'm here for an education. But if something comes up more important than studying, my roommate and I, we do it."

Like anyone else on campus, independents seek outlets for their talents and energies. As innovators, they in-





volve themselves in change. "There is a lot wrong with this school. But nothing will change until we do something about it." The S.C.R.A. was formed by students who felt just that way. They did not like the situation of the black student at Wake, so they began working to improve it, to break the barriers they encountered, to reach the white student and make him understand what it is like to be black. Independents affiliate with campus politics for the same reason: to promote change when it is needed. "If you want it done, you get out and do it!"

Some say that Wake offers nothing; "Ten years from now, all I'll remember about this place is that I got out." Or "If you're not in a fraternity, there's nothing to do." "Who wants to date a G.D.I.?" Others complain that the academic program is too narrow. "I'm just a sophomore, and by the end of the year I will have taken everything that interests me!"

The view, however, is not quite so dim for some who say that it offers a little, and a little is enough. For example, students who have a preoccupying goal or interest find that they must limit their participation in campus life to one or two main groups. "I want to go to grad school, and I need to really pull some grades." Another admits, "I have made the theater so much a part of my life that I am alienated from the rest of the school. But the theater's what I care about most." Involved in still another way, a sophomore girl says, "I like to help people, so I tutor in the ESR program. I don't have time for much else." And finally one boy reveals this self-analysis: "I came to school with these goals: to be a witness for Christ, to succeed in a sport, to pass, and to hold office. I have to do these myself."

So the independent goes about, just as the Greek does, trying to make something of himself and his life. In the process he meets people and forms relationships as deep and lasting as any formed within a fraternal organization. "Societies? I don't really need them. We

have our own little society on the hall." Friendships develop on halls or in suites, in classes or clubs, between G.D.I.'s and Greeks.

It is easy to recognize the groups. Their members eat together, live and play together, and they share their feelings and failings and fights with each other. Some groups, such as theater members or athletes, develop fierce loyalties among themselves because the members have one important goal, success for the group. The black students have a special problem: they are a close knit group because they feel alienated by the rest of the school. This alienation is exhibited in the barriers which they often experience in social situations, and consequently in the tendency they have to stay in a group.



There are, meanwhile, those people who seek no group ties. "I was a joiner in high school. But now I like taking a little time for myself and my private interests."

Independents. This is who they are and where they are. And this is what they exchange with the campus.

They say that fraternities and MRC houses are good groups to identify with, but they shy away from the stereotypes. The parties would be fun, but it costs a lot to join. And societies, "They don't do much. I have other interests." Yet, both non-Greeks and Greeks form that body organic, Wake Forest, for they all come with a common goal—education. They work together to receive more from their college educations than a degree. Education comes through living together and listening to each other; it comes through challenging the mind to grasp alternative problems and values. This kind of education is available to independent or Greek. The distinction is that the independent has decided to live this education a step away from social conformity.



"I was a joiner in high school. But now I like taking a little time for myself and my private interests."



MRC

MRC has moved from

*"the baby no one wants" to structured
athletics and social life
for non-fraternity men.*



DAVIS HOUSE

The Men's Residence Council, once labeled "the baby no one wants," has grown into an organization which is recognized as an integral part of the University. Just a far-flung idea in the minds of a few students and faculty in the fall of 1965, the residence house system has taken on a reality in the pride of its founders and the salvation of its members.

As a panacea for some of the ills of campus life, the MRC was founded with the immediate purpose of relieving the disorganization existing among non-fraternity men and with the goal of providing an intellectual atmosphere in the living situation. The campus lacked student involvement. It lacked the central notion of a CU social life because there was no place where this notion could materialize. And it lacked involvement between faculty and students.

In comparison to the house systems as such schools as Yale, Carolina, and Virginia, the program was designed to meet the needs of Wake Forest and Wake Forest students. The formal organization of MRC was made flexible enough to provide a loose focus for the varying strengths of the four individual houses; that is, the central council is the controlling and co-ordinating body of the MRC with each house electing its own officers and housemaster. Someday, the MRC may need only be an administrative coordinator, as the goals for which it was founded are fulfilled on the level of each house and by the University itself.



In fact the University is now taking over some of the intellectual responsibilities with the instigation of the Experimental College, for example. And the CU is pressing its none-too-new campaign for a student center. The school sees these needs, of course, but it also sees that funds are of the essence.

So the MRC will continue as long as lounge space must be maintained and social life must be fostered for the independent men. These concerns will take care of themselves, however, as the MRC coordinates the efforts of active, individual houses.

In order to provide a variety of activities, a program of academics, athletics, social life, and leadership development was organized for the MRC. Non-fraternity men at Wake had long been noted for an apathetic attitude and a lack of participation, and they had to prove that they could be a responsible force. This year 550 men were active in the program of the council.

Evidence of the recent growth and success of the MRC lay in the large participation in intramurals, the interest and achievement in academics, and the leadership required by the MRC responsibilities. The group could also credit itself with no reports of vandalism in any area entrusted to the MRC and with a great decrease in the number of violations reported to the Dean's office and the Judicial Board. The MRC is even a supporting factor in the Student Government's proposed judicial reform based on the responsibility to the peers of one's own living group.



KITCHIN HOUSE



Four unique houses emerge after four years of strong central control.



POTEAT HOUSE



The program of each house is centered around and in the lounge area, where men are provided with a place for personal interaction and relaxation.

A primary goal of the MRC is to encourage the academic development of the housemen. The houses sponsored seminars which were held on a weekly basis to give the students a chance to meet with their professors and outside lecturers on an informal basis. In addition, the MRC has brought nationally known speakers for special presentation and contributed \$3000 to Challenge '69.

Study areas were created to provide the proper academic atmosphere, and academic advising by upperclassmen proved to be of much value to newly-entering freshmen. In these ways residence house living fulfilled the educational living experience.

Athletics was an area in which many housemen participated through the intramural program. And in seeking to provide a social education for the men in the houses, each house had its own program of combo parties, record parties, open houses, and other events. The four houses jointly sponsored a highly successful Red Garter weekend in the fall and beach weekend in the spring.

This year was labeled the "year of involvement" for the MRC, and one area of concern was the improve-



ment of the relationship between the community and Wake Forest. Food drives, supplying manpower for city projects, giving parties for underprivileged children, and joint participation projects with Winston-Salem State College began this effort.

Under the leadership of governors Joe Dobner of Davis House, Tony McNabb of Kitchin House, D. P. Abernethy of Poteat House, and Jim Spears of Taylor House, the system was largely successful this year. Each house had its own particular list of accomplishments, but perhaps the most noticeable and most meaningful was the increased enthusiasm, interest, and concern of the men in the houses.

Whether or not the MRC becomes, like the IFC or ISC, a common meeting ground for the hashing out of problems and occasional cooperating ventures remains to be seen. The houses, however, will become self-standing entities with their own inspiration and power. And regardless of the popular and disparaging inclination to call the MRC a large fraternity which is trying to take over the fraternity system, the MRC concept is working, and it is giving the fraternities competition. And competition alone is probably the reason for disparagement. However, this also is one of the reasons for its being; the MRC should compete against utter independence and against Greek life by providing its distinctive and stimulating atmosphere.



TAYLOR HOUSE



GREEK RUSH

"Pledge us—we want you."

"Hello, how are you?", "Where are you from?", "Have you seen our scrapbook?", "Yes, I met you at a KA party"—such are the beginnings of rush, accompanied by big grins, even tempers, sisterhood, brotherhood, and exhausted students. These first two weeks of second semester are without a doubt the most important in the year for the Greeks, since the future of each living group depends on how well it can sell itself to the freshmen. There is no end to the preparation for rush—name tags, party decorations, rush films, rush booklets, and refreshments. And although at the end each group believes it has the best pledge class ever, there are few who enjoy or anticipate this necessary evil.

Almost everyone appreciates the opportunity to meet so many people, to party every night, to avoid studying guiltlessly, and to strengthen brotherhood for two weeks. Of most value, however, are the friendships made during rush. Since deferred rush rules prevent semester, rush helps unite the Wake Forest community.

Since the girls have societies rather than national sororities, they are told that they do not need a very selective system. Their preferential system theoretically cuts down on the many hurt feelings created in selective rush and assures a bid for every girl, even if it is her last choice. Nevertheless, girls are often misled and crushed. Although the present system needs revision, selective rush with its commitments is probably not the answer. However, there needs to be some method for both girls and societies to show preferences. Since the societies and the girls must treat each other equally, each party receives false impressions of the other. A society is not damaged much by this noncommittal policy, but it could rush more concentratedly and less superficially if girls could indicate their choices. For example, if girls were allowed to attend fewer smokers, some interest could be shown. As it is, though, compulsory attendance at four smokers actually does nothing but create problems and confusion.

The most sincere part of society rush is room rush—the time girls usually get past surface conversation. Even then the short time period with so many people trying to talk at once is frustrating. And the formal parties, after long hours of preparation, are important for societies since they reinforce the sisterhood and present the society to the rushee one last time. For the rushee, formal parties either impress or have no effect because her decision is already made.

Making of preferentials is always dreaded. There is no chance to say, "Go back and visit her one more time." And when the final lists are completed, neither society nor rushee has much knowledge of what the outcome will be until the society presidents meet to



match each rushee's preferential with that of each society. Finally, the bids go out to expectant girls, and pledge night means happiness for most girls, but only hurt and embarrassment for others.

Obviously, the selectivity which the system tries to avoid is harmful by the very attempt to hide it.

When final lists are completed, neither society nor rushee knows where it stands until pledge night. This night is a happy occasion for most girls, but for others it means only hurt and embarrassment.

Although the boys' system is selective and more open, it does have limitations. In general, the boys' complaints are similar to the girls'—both feel that rush is too long, too superficial, and too time consuming. However, the fraternities admit that rush is necessary for adding new members. Rush is expensive in many ways, and no matter how much it is hated, boys really work at it, since the results of a bad rush can be felt for years.

The male rushee feels he is on top of the world with offers for free meals, good looking blind dates, and endless social life. All of this is effective after the frustrations of first semester's empty social schedule.



Few will argue against deferred rush since a boy needs to get his grades. Yet no communication during first semester creates disadvantages. It is hard to present a true picture of a fraternity; and it is also hard to get to know someone well in two weeks. As a result, many decisions are made by reputation and superficial standards. It is difficult for all fraternities to compete equally, and thus the strong fraternities are getting stronger, and the weak fraternities are getting weaker.

Since a keen competition exists, most fraternities find themselves violating IFC regulations and engaging in dirty rush. This year was worse than ever with growing MRC strength. The extent of dirty rush was realized when one fraternity invited a freshman to its Homecoming party only to find he had accepted another invitation.

Fraternity men have offered suggestions for improvement. There needs to be more communication; and perhaps the answer is open rush first semester with deferred pledging. This way rushees and fraternities can break through trivia and view each other in natural situations.

As long as the Greek system exists on this campus, rush will be necessary since it is the life-line of the group. Nonetheless, it is dreaded for months, cursed vehemently for two weeks, and celebrated when over. All are thankful to sleep again, study, and give the hand-shaking hand and smiling face a rest. Yet, with initiation and growth of brotherhood or sisterhood, all are reminded of the importance and necessity of superficiality.



ALPHA PHI OMEGA

Members of Alpha Phi Omega continued to build a brotherhood within the service fraternity of WFU, as new practical jokes were devised to take advantage of the APO's penchant for spreading good will among all mankind.

The intracampus mail service bore the brunt of student ingenuity. APO's tried diligently to deliver mail to all addresses, but stacks of letters marked "address unknown" accumulated in the house anyway. Geronimo and Herman Muscowitz have not yet appeared to claim their mail.

Everyone on campus took for granted the system of smiling pledges who would go through Hell and high-water to perform gracious services for any group who would make its wishes known.

As some students stood in line at the APO Book Exchange to buy well-worn copies of *Six Great Modern Plays*, *Harbrace College Handbook*, and the *Oxford Annotated Bible*, at prices well below College Bookstore quotations, others were busy devising schemes to get Porky Pig listed in the Student-Faculty directory.

Led by officers Dave Gasque, president; Don Bobo, vice president; Dan Hobbs, secretary; and Paul Neer, treasurer, the chapter participated in Winston-Salem work days and decorated the Christmas tree twice to show that creativity and dedication are not dead.

AΣΦ: We were optimistic.



AΦΩ: Don't throw it in bunches!

ALPHA SIGMA PHI

Although they are still a part of Alpha Sigma Phi's reputation, screeches, howls, cackles and things that go bump in the night no longer completely characterize the brotherhood. After all, many of these noises come from the pit, the infirmary and of course, the Dempster-Dumster which beautifies the view from the house.

With a united front and a strong fraternity, the Alpha Sig's again excelled at sports. They placed first in intramural track and cross country and finished strongly in baseball and football. And they were on their way to developing new talents this year, as the number of varsity baseball players in the house outnumbered the Deacon Football contingency. Brothers Buz Leavitt, John McQueeney, Chick George, Ron Jurewicz, Dave Connors and Chuck White, however, were a big wave to hit the gridiron this year.

The Alpha Sig's continued to sponsor their annual College Bowl this year, thus revealing the range of interests in the house.

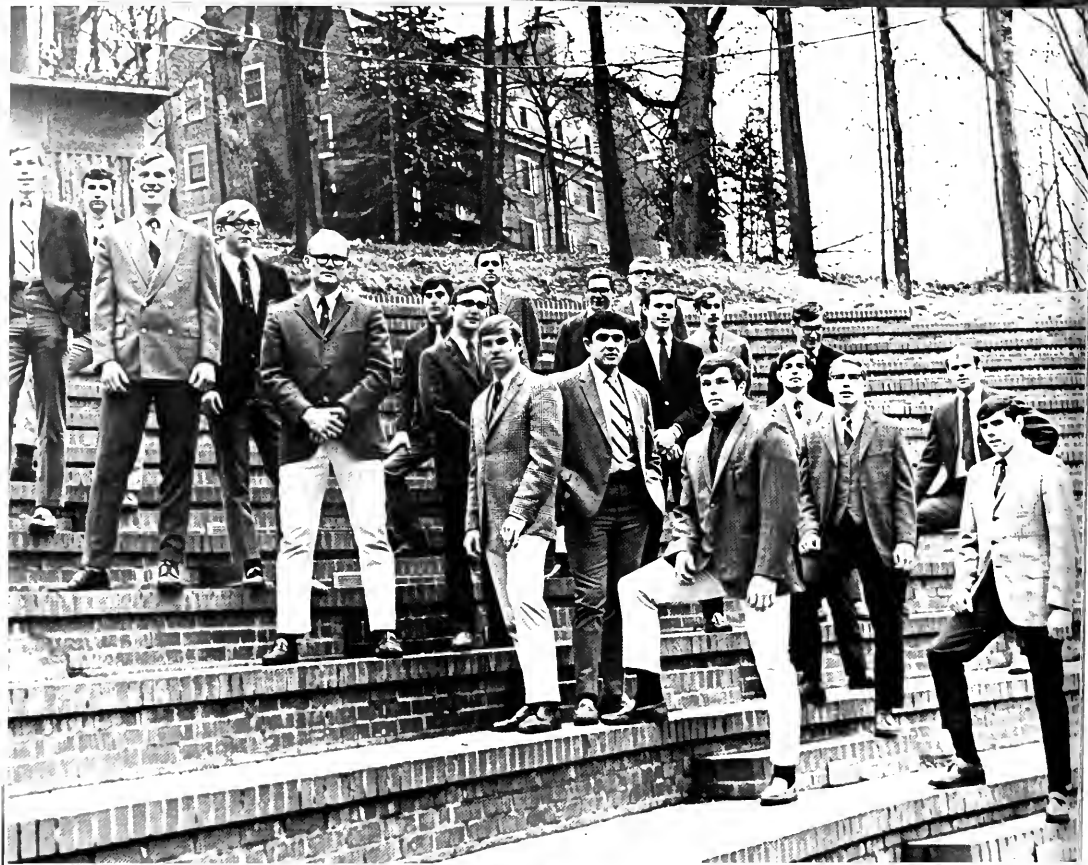
Led by Barry Murphy, president, Doug Pungner, vice president, Henry Koether, secretary and Chuck White, treasurer, the frat threw a year of parties and came out of rush with a strapping pledge class.



ALPHA PHI OMEGA—Standing: (back row) Tom Seaver, Roger Hull, Dennis Carrick. Middle Row: Phil Maness, Donnie Bobo, Tim Messinger, Paul Neer, Danny Hobbs, Henry Black, Steve Powell, Bob Schack. Front Row: Bobby Ferrell, Jim Butler, Dave Meyer, Ed Below, Bob Abarno, David Gasque, John Burger, David Waugh, Jerry Dickerson, John Greenhaugh. Sitting: Dan Abernethy, Sonny Teague, John Lytton, Mike Grim, Chuck Webb, Randy Strickland, Charlie Shaeff.

ΑΣΦ: Alpha Sigs look at the world through flag-covered windows.





ΣΣΦ: Double your pleasure, double your fun...



ALPHA SIGMA PHI—First row: Randy Hugo, Henry Koether, Barry Murphy, Doug Punger, George E. Gatzogiannis, Chuck White, Bruce Garland, Michael Shaw. Second row: James Rausch, Joe Wingate, Alfred Martin, Randy Matthews, Dave Connors. Third row: Steve Wallace, Jeffery Willison, Michael King. Fourth row: Robert Petrino, Larry Yatsko, Paul Craighead. Fifth row: Tam Hutchinson.



ΑΣΦ: Don't drop it!

ΔΣΦ: Decorations said, "Concentrate on victory"

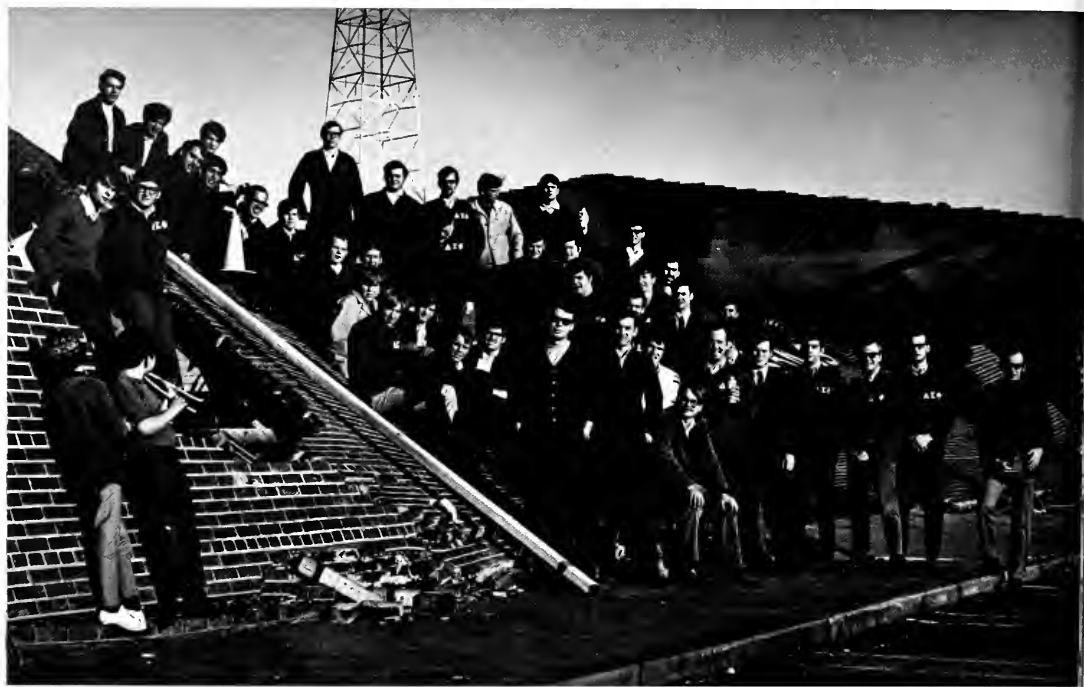


ΑΣΦ: And the Mama Bear said to the Papa Bear . . .



ΔΣΦ: Help!





DELTA SIGMA PHI—*Left leaning:* Mark and Terry. *Left Standing:* Bernie Krause, Mike Davis. *Left sitting:* Chip Morris, Rick Klamm, Thom Hoagland, Bob Umbel, Bill Gallagher, Paul Crissman, John Hutton, Floyd Williams, Bob Callahan, John Bland, Mike Slinkard, Rick Ashford, Mike Jones, Charlie Taylor. *First row standing:* Ed Rankin, Bruce Jubanowsky, Kirk Fuller, Joe Blythe, Larry Zane, Marvin Bond, J. L. This, Bob Bulkowski, Ed Kiessler. *Second row standing:* Lee Noell, Tony DeAngelo, Greg Budd, Dave Wood, Rick Sloss, Carl Keller. *Third row standing:* Paul Crumpler, Rick Joslin, Rick Porter, Roger Main, Larry Carroll. *Fourth row standing:* Tom Mutton, Bob Kornegay, Tom Fleming, Morris Hartis, Wiley Doby.

FIDELES—*Standing on ladder:* (top to bottom) Debbie Best, treasurer, Nancy Cummings, Sally Ainsworth, Shelley Abernathy, Dollye Peay, Julie Davis. *Standing:* Ann Callison, Brenda Fasnacht, Judy Aldrich, Margaret Jordan, Nancy Falls, Mary Patton, Margaret Tobey, Rhonda Hefner, Susan Donaldson, Diane Hildebrand, Susan Turner, Karen Fallon, Naomi Thorp secretary, Jan Eakins, Kathy Graves. *Seated:* Suellen Anderson, Pat Strickland, Kristen Vaughn v. president, Diane Brackett, Mary Ann English, Carol Lougee, Linda Hinson, Dottie Soper, Katie Holliday, Cassandra Martin, Anne Bingham, Nancy Elliott v. president, Terri Cline president, Susan Harward, Joan Wimer, Hay Hienstra, Sara Lipford, Crissy Ekvall.

DELTA SIGMA PHI

What one brother terms Delta Sigma Phi's "diversity, straightforwardness, and free exchange of ideas" boiled down this year to "a complete lack of any trademark of unifying characteristics."

What this simply means is that the Delta Sig's represented the biggest potpourri of personalities on campus, exceeding even the MRC in their diversity of membership. As usual, nonconformity was the rule in the house. Not without reason was the house christened the "Zoo," a term which the brothers have taken to heart and use for want of any other synonym.

New chapter advisor Mr. Neal Thornton, replacing Dr. Richard Barnett, was aided by officers J. L. This, president; Ted Blackburn, vice president; Barry Hachshaw, secretary; and Dave Wood, treasurer. Ginny Haller of Elon College became the new sweetheart.

The Brotherhood instituted a Congeniality Award in memory of Rob Blinn, who lost his life in a surfing accident last summer.

Several trips to the Yadkin, the formal Playboy dinner party, and beach weekend in the spring manifested organizational tendencies the brothers persistently denied.

Yes, it all happened at the zoo.



FIDELES: "Can't you see I'm Superman?"



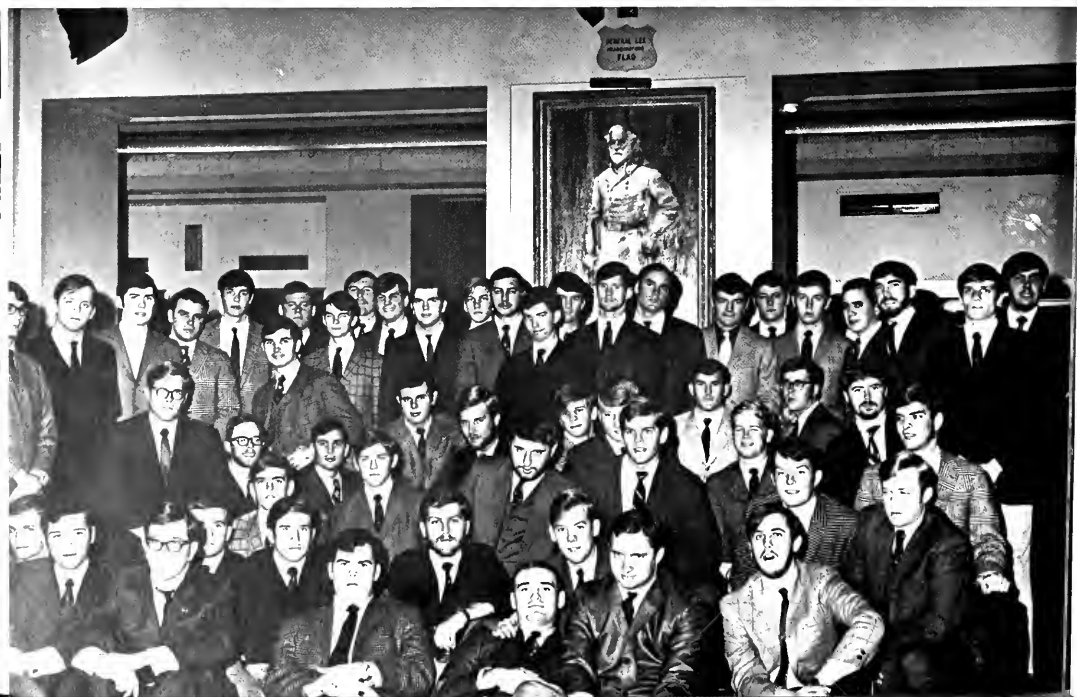


KA: Those were the days.



FIDELES: Nolo—Glamour all the way!

KAPPA ALPHA—Sentel: Row one: John Ritchie, Bruce Frazier, Bill Brown, Fred Cooke, Larry Hambrick, David Ott; Row two: Russ Aste, Steve Ward, Bill Bennett, Dick Heidgerd, Skip McCartney, Frank Wrenn, Warren Hoyle; Row three: Frank Rose, Rick Moose, Lex Graham, Fritz Heidgerd, Grover Carrington, Bob Towne; Row four: Chip Lewis, Johnny Warner, John May, David Tuttle, Stan Rogers, Rick Ware, Al Stuart, Dave Lindsay, Charles Snipes, Darrell Smith. Standing: Ben Horton, Jay Perkinson, Gene Platt, Harold Inman, Steve Terry, Rusty Boleman, Randy Doffernyro, Jim Chalk, Rod Adams, Bub Carlton, Vic Bowman, Bob Threewitts, Jerry Stainback, Woody Phillips, Lynn Hallman, David Stanley, Craig Swaim, Garland Ricks, Wyn Godwin, Bill Patterson, Hugh McManus, Don Kobos, Danny Edwards.





FIDELES: Do you see any sisters you haven't met?

FIDELES

A champagne alumnae brunch, beer blasts, dinner meetings, and Saturday afternoon cocktails at Graylyn, complete with Coach Layton as bartender, kept the society occupied this year. The mighty Fideles maintained a crowded social schedule but turned in their basic black long enough to present another exciting rendition of the Fidele Follies with Katie Holliday coming on like Mae West to win the award for the best booth at the Fall Carnival.

In other areas, the Fideles proved a hard team to beat during basketball and volleyball seasons; and one of the sisters, Nora Lee Stone, won the campus Glamour contest. From a Halloween party for faculty children to selling ice cream on the plaza, the sisterhood this year demonstrated their versatile interests, including an unscheduled Cold Duck party which the juniors won't soon forget.

Wearing hog-washers, black crepe, and traditional red-and-white, the Fiddles rushed with a vengeance (and got caught), culminating in the addition of twenty-one really fine pledges who will no doubt carry on the society's tradition of "Friendship, Fellowship, and Fun."



KA: Are fraternities really moving off campus?

KAPPA ALPHA

The Kappa Alpha fraternity epitomizes what orientals mean when they talk about ancestor worship and reverence for the past. General Robert E. Lee symbolizes all that is good in the long-lost tradition of Southern chivalry. And the Confederate flag that hangs in every brother's room is reminiscent of the spiritual goodies that go with "wheat, barley, and alfalfa."

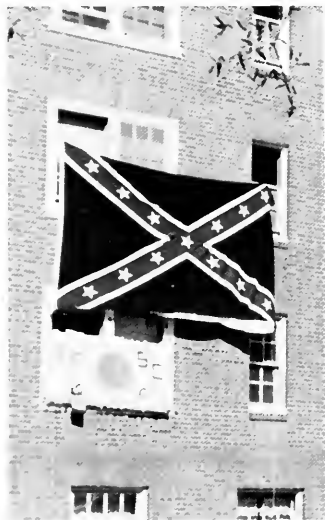
However, this house, which has been unfettered by time, managed to clinch the intramural basketball championship for the third straight year and was well represented on the Demon Deacon football squad. In response to other campus goings on this year, some of the brothers staged an anti-demonstration for the preservation of the stars and bars.

Under the leadership of John Ritchie, president; John Warner, vice president; Ivey Smith, secretary; and Woody Phillips, treasurer, the KA's celebrated their traditional Old South weekend in Winston-Salem in March. Several nearby chapters joined them in the affair that culminated in soul-searching and fits of the morning after.

As the brothers initiated sixteen neophytes into their esoteric mysteries, it seemed that the Lee cult, strongly based in ancient tradition, was far from being stifled.



KΣ: Another all-nighter, but we made it!



KA: The stars and bars forever!



KA: KA's trade their beards for a beach.

KAPPA SIGMA

The members of Kappa Sigma started off the year with one of their biggest moves yet. Determined to show off their house to the best advantage, they spent thousands in a complete redecoration. Although even on the driest days the brothers had to remove their shoes before entering, it was pretty to look at. And the snow falls that frequently blanketed Winston-Salem this year sent the brothers into a saturated state of anxiety. Can you imagine one snowball doing \$1,000 worth of damage?

At the usual round of house parties and combo parties, "Old Time Religion" was a favorite tune during circle-up singing. Indeed, as a school for would-be performers in vaudeville, the Kappa Sig house sponsored impromptu talent shows and costume dress-ups in the fall.

The fraternity sweetheart, Julie Davis, never forgot a brother's birthday or missed an opportunity to take cookies and candy over to the house. And brothers Boone Aiken, as IFC president, Bill Lambe as Honor Council Chairman, and Mike Gunter as student body Treasurer, gave the frat something more to be proud of.

Under the direction of officers Mike Gunter, Boone Aiken, Tommy Boone, and Charlie Sams, the fraternity's pledge class was one of the largest on campus. But what can you expect from men who wear tassel loafers and sweaters from Damon Ltd.?

KAPPA SIGMA—*Balcony:* Brannon Sell, Ted Nodell, Lenwood Rich, Jerry Davis, John Currin. *Wall:* Gary McHam, Ted Philpott, Rick White, Mike Gunter, Steve Heiner, Ed Poe, Van Jeffords, Robo Williams, Ron Beauvais, John Crowder, Brown Bivens, George Berkow, Jay Young, Tommy Boone, Gordon Selfridge. *Standing:* David Hawkins, Bob Nixon, Norman Swenson, "Flip" Floyd, Charlie Sams, Ken Culbreth, John Slate, Cliff Pearce, Jeff Mackie, Richard Beck, Parks Huffstetler, Jim Frederickson, Julie Davis—Sweetheart, Mark Mason. *Sitting:* David Mann, Boone Aiken, Kenny Benton, Steve Darnell, "Oats," Sandy Bigelow, Tim Arnold.





KΣ: A gun—for me?



AXA: Shoot!



KΣ: Don't anybody move!



AXA: Those poor Romans!

LAMBDA CHI ALPHA

This year saw the members of Lambda Chi Alpha engaged in their perennial race for second place, in an inveterate valiant effort with losing results. While doing little for their spirit, the year did wonders for unity. "Misery loves company" must have some truth in it after all.

Although the Lambda Chi's didn't win homecoming decorations, the brothers cheered as a week's worth of effort melted in the rain. A fetish for bell-bottoms and roadster caps afflicted the house this year, but members never managed to look as conspicuous as the ROTC cadets. Officers Daryl Garton, president; Bob Wilson, vice president; Jim Kyle, secretary, and Jim Hobbs, treasurer carried out a successful Dog Day as usual. And even the gala events celebrating the end of a reprimand imposed last year were drowned in a torrent of joy from a fraternity that had just gotten off social probation.

As usual, Lambda Chi's led the campus in discovering out-of-the-way restaurants and taprooms, and the Society kidnap allowed the Lambinis to don their favorite zoot suits and abduct their hapless victims.

But it's not whether you win or lose, it's how you play the game.

LAMBDA CHI ALPHA—Top row: Ticky Hamrick, Steve Moore, Sonny McDaniel, John Gardner, Bill Boleyn, Jon Brassel, Dixon Crum, Roy Wright, Charles Roppe, Joe Krieger, George Bode. Second row: standing Russ Johnson, Dick York, Gary Cassell, Hank Malsbury, Joel Stephens, Bill Patton, Bob Johnson, Jack Bernhardt, Steve Harvey, Bob Wilson, Pete Heiberger. Middle row: Rick Embry, Bob Brady, Jeff Tweel, Rick McCotter, Jim Hobbs, Don Tate, Rob Corbitt, Charles Pamplin, Len Preslar. Front row: Dave Cordier, Daryl Garton, Bob Clarke, Gregg Bergmann, Tom Horner, Paul Belvin, Woody Mefford.



LAURELS—Window: Pat Rumpy, Susan Yates president. Scaffold: top: Barbie Luker v. president, Jane Barnes, Maribeth Watts, Marti Heckerman; middle: Kristen Stertzbach secretary, Jo Stanfield, Cherry Duncan, Kitty Peters, Mary Cunningham, Nancy Dando, Kathy Williams; bottom: Ann Peals treasurer. Lower left: top: Debbie Boone, Debbie Robinson, Susu Evans, Penny Olin; bottom: Sally Ann Whitehurst, Cindy Posten, Becky Clack, Christi Perry, Catherine West, Leila Corrie, Jenny Robinson, Roxy Brevard, Janet Bowker. Lower right: Susan Howard, Ann Meyer, Linda Tilghman, Pat Hunt, Ellen Bryson.



AXA: "I hope Johnson girls have canned food."





AXA: How much crepe paper did we use?



LAURELS: And rush is almost over!



LAURELS: Let's hear it for Rent-A-Laurel Day!



LAURELS: Helpful hints from coach.



LAURELS: Society love shines through



LAURELS: "We love our pledge duties."



LES SOEURS: "Why did we ever vote for this idea?"

LAURELS

The usual round of beer blasts, serenades, Christmas parties, Derby Day activities, and intra-society squabbling over new dresses marked this year for the Laurels. What the society lacked in athletic prowess, they made up in slave labor. Selling themselves on Rent-A-Laurel Day, the girls replenished their treasury and again proved that people will pay for anything from back rubs to car washes.

The sisterhood proved their philanthropy by collecting the most canned goods in the annual Lambda Chi Kidnapk and they actively worked in Winston-Salem for Biafra Relief.

Within the society itself there were many moments to be remembered. Susu risking life and limb cheering at the ballgames while actively popping her gum, the night Boone and Robinson dressed as hippies and picked up a mortified Susan Howard at the airport, the vicissitudes of many love lives, and the long-awaited rock on Yates' left hand all contributed to make this another good year for the sisters of Laurels.

LES SOEURS

Once thought to be the shy and quiet girls of society life, the Les Soeurs made a concerted and successful effort to change their image this year. Following their newly adopted motto, "It takes willpower, but who succeeds?", an unusually large number of sisters got pinned or lavaliered this year, to the delight of one and all.

Branching out, the Lee Soeurs found Davidson's Sig Ep's congenial company at the Yarkin, and seven sisters managed to get themselves "snowed in" on the Davidson campus. The activities in Room 16, Charmelle merely opening her mouth, and Jim Sheffer as sweetheart all added to an exciting year for the society.

The Les Soeurs demonstrated their diversity by placing second in the Alpha Sig College Bowl and the Lambda Chi Kidnap, as well as participating in Derby Day, society intramurals, and the Fall Carnival. Rush concluded with a successful "Mother Goose" formal party and the acquisition of twenty pledges who will continue to prove that the Les Soeurs are a sisterhood of not-to-secret swingers.



IIKA: "If we're not at the house, we're at the T.O.G."



LES SOEURS: Big plans for fall carnival



LES SOEURS: An impressive rush serenade



PKA: Pika parties made up for lost time this year.



LES SOEURS—Row one: Peggy Pennell, Randy True, Linda Brastwell, Becky Burton, Bev Gadsen v. president, Aleta Cockran president, Melinda Underwood, Jo Hord, Jacquie Andrews, Laura Wall. Row two: Susan Alburt, Holly Hawkins, Jan Vince, Martha Howard, Laurie Hice, Debby Hodge, Chris Severn, Pam Woodson, Connie Ange treasurer, Suzanne Holden, Connie Goehring, Beth Coleman, Dianne Burnette, Betty Shephard secretary, Wanda Radford, Susan Hamill, Judy Johnson, Linda Setterstrom, Pam Pinson.



ΠΚΑ: A ballgame to remember

ΠΚΑ: What would we do without Slater?



LES SOEURS: Aleta demands order at the Tavern





PI KAPPA ALPHA

Anyone who had misgivings about Pi Kappa Alpha's ability to come back from behind—"behind" being last year's ban on their social activities—is now wondering how long the fraternity can continue without incurring a second similar interdict.

School had not formally opened before the Pika Party, the nemesis of chaperones, took off in high gear. Although barred from rushing last year, the fraternity pledged twenty-one men soon after the beginning of the fall semester. And to the amazement of the whole campus, the Pikas received the Schell academic achievement award from their national headquarters.

Officers Tom Bell, president; Ramsay Breazeale, vice president; David Helscher, secretary, and Jim Vosters, treasurer, put new vigor into much-heralded Pika tradition, which many people thought had a little too much vigor to begin with.

The Pikas' penchant for the extraordinary continued unabated, as a Chapel Hill farmer—who still wonders how a pair of Carolina-blue rams horns disappeared from his barn—will testify. Likewise, the spur-of-the-moment decision by three brothers to Washington, D. C., for the presidential inauguration has become a legend.

And, of course, the proprietors of "spiritual goodies" are not unhappy to see a caravan of brothers, displaying the "V" sign, arrive at their doors.

PI KAPPA ALPHA—Front row: Merkin Liner, Gray Lawrence, Tommy James, David Helscher, Randy Creech. Second row: Dan Shannon, Duck Debnam, Pebble Wall, Rusty Duke, Tom Preston, David Grochmal, Harold McDowell, Bobo Whitehurst, Bob Kretz, Tricky Dickie Walker. Third row: Bill Preston, Butch Ray, Brad Cole, Ron Webb, Ramsay Breazeale, Carlyle Pate, Dan Byrum, Chip Seidle, Danny Baxley, C. P. Parogue, Tommy Bell, Gary Winrow, Ken Erickson. Fourth row: Robert Caldwell, Tim Hamilton, Chip Graves, Buster Browning, Bob Jacobsen, Johnny Walker, Bo Williams, Denny Hauser, Coy Brewer, Frank Baker. Back row: Rick Wood, Neil Pastushok, Les Manning, Jim Pope, Jim Potter, Chip Warren, John Barnabie, Jim Arlart, Jim Nichols, Don Wagoner.

SIGMA CHI

The medical record of the Milkmen, the campus's healthiest fraternity members, continued unblemished this year as convoys of milk trucks converged on the house with embarrassing frequency.

Milk may be nature's most nearly perfect food, but its shortcomings were revealed during Derby Day, as members of societies took the habitual toll of Sigma Chi legs, arms, posteriors, and felt hats.

But the Sigs came out ahead when the house was declared winner of the Homecoming competition for the third consecutive year. And its representative, Nancy Carol Bost, was crowned Homecoming Queen.

Beach weekend again brought the Monzas singing "White Christmas," and the Tryon Seville Motel barely made it through another year. Movies of the good times would make great material for next year's rush film, especially for those who were going to "hate themselves in the morning."

Officers Nat Siewers, president; Stephen Burns, vice president; Jimmy Wilkins, secretary; and Grey Goode, treasurer, piloted the house to its second consecutive Peterson Significant Chapter Awards, the highest honor bestowed on an undergraduate Sigma Chi chapter.

Which all goes to show how far you can go if you drink lots of milk.

SIGMA CHI—Porch: Mike Mulkey, Lee Calloway, Jim Herstein, Paul Gale, Wayne Brumbaugh, Tom Williams, Paul Savage, Bill Carl. Steps: Dick Horton, John Matson, Tom Jones, Karl Haigler, Phil Gasaway, Paul Bullock, Jim Wilkins, Bill Stout, Frank Beck, Randy Saunders, Ronnie Blanchard, Dick Fredeking, Stephen Burns, Keith Lembo, Ray Spurr, Steve Blackwood. Standing: front: Jim Cross, Mark Ogren, Tim Quigg, Ken Hemphill, Charlie Pullen, Ron Carter, Dem Ward, Mac McMurray, Bob Hambrecht, Dupuy Seard, Sam Lewis, Bo DuBose, George Sloan, Art Getz, back: Bo King, Charlie Holland, Russ Mayer.





ΣX: Homecoming buffet

ΣII: Bumper Sticker Mystery

SIGMA PI POWER

SIGMA PI—Standing on car: Dave Meech, Jim Best, Bob Reilly, John Ellis, Jim Reeves, Jim O'Brien, Chuck Wall, Matt Leeper. Sitting on car: Jack Blanchard, Chuck Turner, Tom Aquino, Ken Bush, Dave Burton, Bill Belchee. Standing on ground (left): Randy Kanter, Milce Leffler, Dennis Pinkleton, Fred Barden, Jim Warren, Tom Brooke, Stan Guest, John Gunnels. Up stairs: Linda Dudley, Sweetheart, Preston Cole, Steve Freedman, Jay Winston, Harvey Morris, Dick Leader, Tom Hughes. Standing on ground (right): Craig Easley, Phil Julian, Ray Bogaty, Jim Starmer, Lowell Freedlund.





ΣΧ: Come hell or high water—the Sigs win again



ΣΧ: "Raise what?"



ΣΠ: "Oh, Foy. You didn't."

SIGMA PI

The phrase "silence is golden" continued this year to be the motto of the Sigma Pi's. This concept was epitomized by the mysterious "Sigma Pi Power" bumper stickers. No one knew what they meant, but it was interesting to think about anyway. The red and black stickers appeared mysteriously on buildings, walls, lights, even trashcans.

In the interior of their house, however, the Sigma Pi's made a big noise. The bottom floor of the section was completely renovated, and now boasts one of the best equipped recreation rooms on campus.

The fraternity went for its fourth straight softball championship and clinched the intramural bowling trophy. Brothers long felt the effect of the Orchid Ball.

With officers Dick Leader, president; Ed Roach, vice president; John Tantum, secretary; and Matt Leeper, treasurer, all endeavors were accomplished in silence. There is no tellin' what happened to the brothers who broke through the web of secrecy, but there is one thing for sure—the Sigma Pi's really show what it means to be a brotherhood, quiet or not.

ΣΠ: Taking a rest from Sigma Pi power



SIGMA PHI EPSILON

This year, as in years past, the Sig Eps continued to build their reputation, despite the claims of some who describe the house as inconspicuous. One student was even heard to say, "I've been here four years and I've never seen anyone go in or come out of the Sig Ep house."

Although it is probably not the kind of notoriety they are looking for, members of Sigma Phi Epsilon have always received campus recognition by arousing

curiosity about what goes on behind their red front door. This year at rush, it was a scene of red Valentine hearts written all over with cryptic sayings and dangling from the ceiling. And this fall the house was re-decorated in red, black, and white.

From September through May outbursts of ebullience emanated from the section. Snow offered an occasion for the brothers, led by officers Larry Taylor, president; Larry Johnson, vice president; Robert Hutchinson, secretary; and Danny Cannon, treasurer, to board up and shell the Pika house, though not without some retaliation.

The names of several brothers appeared in student theatre lights this year, and Dwight made his contribution as a cheerleader.

Intramural competition forced other fraternities to sit up and take notice of the Sig Eps and marvel at where they ever learned to play basketball. The announcement of the Dean's List each semester also offered another opportunity for the fraternity's public relations team to gloat. But then, what other fraternity bribes its pledges to make good grades?

What goes on inside the house may be a mystery to many, but behind the drawn blinds, the brothers know what big things brew in the Ep pot.



ΣΧ: Blue or brown eyes?

ΣΠ: "Pinmates wow the rushees."





ΣΦΕ: Another successful party



ΣΦΕ: "We'll drink to that."



ΣΦΕ: "What would we do without Polly's Place?"



S.O.P.H.: But not too good for the mudhole



S.O.P.H.: "The girl of my dreams ...

SIGMA PHI EPSILON—Sitting on roof: Jim Dailey, Don Ort, Ben Rogers, Quen Taylor, Charlie Lassiter, Fred Angerman, Bob Kater, Jim Esche, John Robinson, Jack Hutcherson, Dave Parsons. Lower Roof: Joey McConnell, Scott Irby. Standing back row: Bill Bachovchin, Earle Zack, Bob Schenkemeyer, Bruce Humphries, Tom Sadler, Jack Matzinger, Paul Orser, John Hopper, Tom Berry, Dennis Goins, Dwight Gentry, Don Crowe, Bill Heitman, Fred Johnson. Standing front row: Jon Wright, Max Kettlehake, Larry Johnson, Cliff Reed, Rich Siebert, Frank Pascal, Sphinx, Don Phillips, Donna Hastings, Barry Brelow, Dan Cannon, Phil McGee, Mike Pezzicola, Craig Robinson, John Berwind, Bob Kovarik, Jim Poole, Tom Mohr, Jim Hood.





ΣΦΕ: It's going to be close!

S.O.P.H.—Back row: Jolynne McNeil secretary, Paula Moore, Jeanne Stott president, Kathy Sirkel, Carol Bowen. Middle row: Betty Benton, Mary Ann Pregnall, Mary Owen, Debby Krueger, Betsy Danice, Carolyn Hahn, Prue MacDermid, Terrie Fuller, Carol Hoverton, Harriet Farthing, Anne Sabroske, Betty Hyder, Suzanne Meisburg, Jane Miller, Cheryl Graves, Ann Landsperger, Carol Lindner, Beth Craddock, Betsy Burrell vice president, Betsy Smith. First row: Martha Early, Gigi Zimmerman treasurer, Patti Allen, Linda Welfare, Charlanne Fields, Gloria Howard, Nelda Morgan, Susan Honeycutt, Lucia Llana, Sarah Davis, Peggy Taylor, Louise Gunbe, Nancy Outlaw, Kathy Dolinger secretary. Lying down: C. J. Michaels, Kathy Kelly, Jean Fogleman.





S.O.P.H.: Those finishing touches



STRINGS: Alice in Wonderland

S.O.P.H.

Adorned in new blue jump suits and infamous garters, the girls furthered the name of the S.O.P.H. sisterhood this year. With a finger in every pot, they had representatives in all areas of campus life—except at the Tavern—as Junior Advisors, members Tassels, Student Affairs, Honor Council, WGA, and CU. In addition, the sisterhood found time to win the academic trophy for the highest society grade average.

Under their songleader, Sarah Davis, the society serenaded one and all, including their Sweetheart, John Matson. Basketball season was a disaster but SOPH's

came out smelling like their symbolic rose, anyway. A Halloween costume party, the alumnae tea, and the children's Christmas party kept the society going until second semester brought out the sisters' competitive spirit during rush.

SOPHs wowed the freshmen with their stylish society dresses and a spectacular formal party which featured Peggy, Carol, and Jean in a memorable portrayal of the Three Little Pigs. With the largest (and best) pledge class in their history, the society looks forward to another year of successful SOPH sisterhood.

STRINGS

Strings had another year. They sang their "Love is Blue" in French to win the Greek Week Sing last spring and proved themselves the campus diehards by seeking the Derby Day award for the third consecutive year, to become the first society to retire the trophy. Sigma Chi now fervently hopes Strings will retire.

First semester progressed with Strings playing a tight man-to-man defense to go undefeated and win the society basketball championship. Soon after, they hijacked the Lambda Chi president during the fraternity's Kidnap and kept him hostage until his mother missed him and the ransom of extra food was delivered to the Salvation Army.

Corv's burned hair, Claire's finally graduating, Auri's addition to the Glamour contest, and Foy with a fraternity pin make up the moment's which have kept the society together. Strings once again prove the wisdom of their secret motto: "United we are as strong as rope; divided we ravel."

STRINGS—*Top of truck:* Hanna Mill, Iris Hansen, Cathy O'Shell, Pam Jones, Linda Dudley, Arden Harris, v. president, Foy Edmund, president, Mary Stelling, Ty Porter, Neli Barnes, Rhonda Bean, Betsy McDonald, Vickie Cavagrotti, Connie Giles, Dee Wiley. *Side:* Julie Manning, Marian Scherer, Lois Bergman, Jan Brewington, Debbie Simpson, Susan Nance, Audrey Britton, Ellen Sanford, Linda Jones. *Hood:* Candy Corvey, treasurer, Nancy Carol Bost, secretary, Lynn Padgett, Ros Duck, Alex Sink, Bek Howell.



S.O.P.H.: "Drink, children, drink."





STRINGS: "Oh, my toes are ticklish!"

THETA CHI—*Standing by rail:* Stu Ours, Wayne Coates, Al Fuls, Paul Long, Bruce Walley, Charlie Forrest, Mac Morrow, Ray Emerick, Leon Wynne, Henry Campen, Ron MacVittie, Wayne Tudor. *Standing on steps:* Bill Garnett, Eric Olson, John Schnebly, Bobby Hathaway, Steve Dolinger, Kirk Patchel, Jay Keggereis, Scott Reed, Barry Strosnider, Kim Menke, Rick Jester, Jay McNeil, Doug Waller. *Standing on ledge:* Milton Gold, Don Walker, Lloyd Halvorsen, Fred Flagler, Jeff Nelson, Davey King, Bill Raisner.



THETA CHI

The campus's most active recruiters were well on their way to their third campus athletic championship this year. This would mean retiring the All-Campus trophy and a consequent search for a new goal.

The Circle Bar-X Ranch, the home of the Theta Chi's, is adjacent to the University's most well-worn practice field. Members coming back from classes made good use of the area whether sunning themselves on the "Theta Chi Beach" or practicing football. Officers Kim Menke, president; Dave Stainback, vice president; Bobby Hathaway, secretary; and Bill Barnett, treasurer—with a little help from Dreamgirl, Christan Stertzback, no doubt—kept the house running smoothly despite the cross-campus traffic through their yard.

Much to the amazement of the brothers, the house received a scholarship trophy from their national headquarters for having the best overall average of all Theta Chi chapters in the nation.

If they do succeed in retiring the big gold cup that signifies three consecutive athletic championships, the Theta Chi's will start practice for another all-campus.

STRINGS: We're champs!



ΘΧ: "Not another tongue twister!"



ΘΧ: "Are you sure we bought enough?"



THYMES: "Here's where we started."



THYMES—Cor: Molly Hepler, Patt Moser, president, Sandy Yocum, Frances Norwood, Teresa Foster, Ann Mollu, secretary. Standing: first row: Jill Prevatte, Reba O'Neil, Lorna Jones, Dana Ovestrud, Marcy Fincannon, Betty Poole, Janis Woford, second row: Carol Handy, Janet Jackson, Janice Sullivan, treasurer, Vicky Schliestett, Carol Siemems. Lodder: bottom to top: Pam Rhyne, v. president, Denise Shearin.



OX: "Fellas, let me talk to Tobey!"



OX: Champs at the track

THYMES

Twenty-two brave freshmen women banded together first semester in an effort to breach the society gap. With the aid and encouragement of the ISC, a significant credit to that organization, the Thymes have made the first steps in becoming an integral part of campus life. A Christmas party with the Sig Eps, just six days after the society's formation, and plans for full participation in the spring activities, form the basis on which the society is working to establish the traditions of a lasting organization.

Deferring rush until next year in order to give themselves time to get established, the girls intend to prove that the Thymes are here to stay, and there are more good Thymes to come.

THYMES: Santa remembered everyone.



PERSPECTIVES

Seniors Assess the College Experience.

On a cold day in December, fourteen seniors gathered together and discussed their impressions of what would, in a few months, be their alma mater—Wake Forest. For nearly four years she had been their home, so they were glad to talk about Wake and to try to decide just what she had been to them. What is the quality of her education and how does it compare with other institutions in the nation? What are the people, the social life, and the academics like? Is she changing, and if so, is she changing for the better?

Not only did the interviewer ask them these questions about Wake Forest, but she also asked them questions about themselves. Had Wake Forest challenged them? How had they changed while living at Wake Forest? And if they had the decision to make again, knowing what they now know, would they again choose to come to Wake Forest? How had Wake Forest affected their future and how had they affected the future of Wake Forest? (Several of the questions were directed only to the men or to the women.) What are your feelings about the people you have met here?

PAUL COBLE (Mathematics major from Burlington, N. C.): There are a lot of people here who make me wonder how they got here—particularly those from smaller communities in the mountains or in the eastern part of the state. I see a good number of these people who are very friendly and who could have easily impressed people in their high school to get good letters of recommendation. I like the people, but I sometimes wonder about them.

JEAN DETER (Political Science major from Winston-Salem, N. C.): Because I am a day student I do not know a lot of people on campus, but I have met both girls and boys whom I felt were genuinely interested in a good education. However, I think these students are rare on this campus, since there is a general lack of interest and enthusiasm shown toward classes and the cultural attractions.

J. D. WILSON (English major from Mt. Sterling, Kentucky): I'm concerned with the North-South relationships. Many northern students come here because it's cheap, and then they complain about Wake Forest. Then the southern students complain because there are so many northern students here. I think it boils down to the kind of people you like.

DON GALLAGHER (English major from Washington Cross, Pennsylvania): I've made about six close friends here and most of the rest of the people nauseate me because they don't value the same kinds of things I do.

We don't have the same ideas about having fun.

CHIP MORRIS (Spanish major from Pitman, New Jersey): There are a lot of rooms you can walk into, and there's a closet full of tasteful clothes. There's some kid who's got daddy's car, and he's got a pocketful of daddy's spending money. When he finishes school he can go to work in daddy's factory. There are too many kids like that.

What is your opinion of the Wake Forest coed?

LINDA JONES (Speech major from Atlanta, Georgia): Many schools are known for flighty and boy-crazy girls. I think here you find more girls interested in studies than at other schools.

LINDA CARTER (English major from Madison, N. C.): Many of the girls I have not come to know closely have seemed to fall into two classes—the boy-crazy, rather trite, higher society, clothes conscious “swingers” and the pious, dull nobodies. But then the ones I have come to know better appear well-balanced, fairly mature girls.

PAUL: Coeds are much too maligned by boys; when one says “coed,” people think of a horrible ogre, but this doesn't apply. Most girls here are very smart and able to add to every organization on campus.

DON: I think the coeds study a little more than we do. For example, a guy would probably go out of his mind if he were a checker in a super market or something. But women can stand that kind of thing. And a lot of the work here, especially in the basic courses, is solid memory stuff.

CHIP: I've found that also true. The girls will say, “you just have to learn this and you just have to learn that.” And I say, “That's meaningless and I don't want to do it.” And so we end up at opposite ends of the grading scale with the same conclusions.

Do you believe the criticisms of the boy-girl relationship are justified?

LINDA CARTER: The poor relationship between girls and boys has been exaggerated, but I think it is bad nevertheless. Many times it seems as though the boys and girls go to two different schools. They may see each other, but not speak, in class, at the cafeteria, or on the plaza. Very few informal friendships grow. It's different for those who get involved in some extracurricular activity, but they are in a minority.

SUSAN RAINWATER (Mathematics major from Beltsville, Maryland): We are in a minority. This situation, may cause some resentment, but I think it is an advantage—especially for dating. And as far as studying and grades, what the boys think makes no difference to me.

SUE HROM (English major from Drexel Hill, Pennsylvania): There exists a fragmented relationship. We have the boys' side and the girls' side. We have no place to interact like a student union. There's no place to sit and talk unless you want to subject yourself to the snack shop. Oh, the Tavern is alright!

J. D.: This concerns me too. There is no place for boys and girls to meet, and both have complained about it. Like this year, we have redone the East Lounge and the girls let the boys take it over. They are active on their side of the campus, and they will come up to the HOWLER, OLD GOLD, College Union, or Student Gov-

ernment. Then they go right back to their dorms and won't take the initiative to take advantage of opportunities like the East Lounge.

Has the academic environment been sufficiently challenging for you?

BILL LAMBE (History major from Charlotte, N. C.): Yes, very challenging! The work is challenging with respect to the amount of busy work—challenge to get great masses of data crammed into one's head. However, there are courses which stimulate thought, and these are the ones that are most interesting and that fill up first at registration.

BILL PARKER (Psychology major from Greensboro, N. C.): It has been challenging alright, but I'm not sure if the challenge has been in the right direction. The work I've done has been challenging, but much of it has not been that beneficial to me. The basic requirements such as foreign languages do not interest me, and I probably will never use them. There are a wide group of courses I would have liked to have had, but there wasn't time. And there should be more time for research.

PAUL: When you have five or six courses a semester and each professor thinks his is the only course, you end up working just for quizzes and you work more for the quiz than for interest. Most people who come out of here are just generalized students and don't know much about anything—they only have 128 hours to be proud of.

J. D.: The most challenging aspects of academics to me have been seminars and classes that promote open discussion. As far as my education goes, I have gotten as much out of college-wide lectures and general participation in extracurricular activities.

JAN EAKINS (English major from Fairfax, Virginia):

Jan Eakins, Chip Morris, Sandy Edwards, Bill Parker, Sue Hrom.



It goes along with making what you want of it. Wake has a lot of good programs that are very challenging, but you can make the dean's list all the way through without being challenged.

What are your feelings about the social life here?

PAUL: A matter that bothers me is people from distant places who come here and complain of nothing to do. It seems that these are the ones who never take advantage of what is here. They feel sorry for themselves because they sit in on Saturday night. Yet they haven't tried to find something to do.

J. D.: There are freshmen in my suite who are afraid to get involved in anything. They are told in orientation that they are the best in their high schools. Now they are with all the best people and some will flunk out. Some neglect their studies, while some go crazy—they study all the time—won't go to concerts, lectures, etc.

BILL LAMBE: Unless you are in a fraternity or very rich, social life is almost nil.

DON: When I came here in September of 1964, there was no place to watch television. There was nothing to do and out of this came the M.R.C.

BILL PARKER: On the whole, though, I am very satisfied with the social situation. I can't think of a single weekend when there hasn't been something to do. The M.R.C. doesn't have the financial backing for a lot of big weekends, and we work with the College Union. We also have seminars with professors and smaller and inexpensive socials. Ours is certainly not a complete program, but it is designed for those not as in-

terested in a social program as those in fraternities.

What are your reasons for being in a fraternity, in M.R.C., or an independent?

BILL PARKER: Remaining an independent has helped me because I've been able to choose my own fortune. I haven't had anybody tell me I've got to go to a party or I've got to dress a certain way.

BILL LAMBE: I like the fraternity system because you get to know a few people very well.

DON: Well, a lot of kids need the fraternity system and M.R.C. system. I've been independent all my life—choosing my own friends. I just could never believe that suddenly I was going to come here and have sixty instant pals.

CHIP: I can speak from a similar viewpoint being in a fraternity. I feel that our fraternities miss a lot of what has been the fraternity spirit. All of our houses are the same. The only way we live together is that we live on the same hall—kind of like a glorified M.R.C. But a fraternity does serve a lot of things. A lot of kids need a structure and if it fits you, it's going to help you.

Which assets of Wake Forest are most important to you?

SUSAN: Having been at the University of Maryland, I feel like the small size of Wake Forest is advantageous. Everyone here is willing to go out of his way to help you. Whereas at a large school, professors and other students couldn't care less.

LINDA J.: Also in a small school, it's easier to get involved in extra-curricular activities without as much competition. Like in the theater, I've gotten a lot of





Jean Deter, J. D. Wilson, Linda Jones, Don Gallagher.

"I almost transferred out during my sophomore year, but now I'll be glad to say I'm a Wake alumnae."

practical experience since I don't have to compete for too many roles.

LINDA C.: Two of the main assets are the faculty and the administration. Scales is forward-looking and the faculty is becoming younger and more progressive every year. Wake Forest gives you room to grow in any direction you want. You have a lot of intellectual freedom if you want to exercise it.

PAUL: Most schools with 2500 undergraduates have nowhere near the scope of Wake Forest. We have departments which are recognized as being very, very good while at schools this same size, comparable departments are pitiful.

J. D.: The same thing is true for activities. For a school our size we have top quality concerts, art exhibits, lectures, and a film series rated as one of the best in the country. I've learned as much from talking with students about their way of living and sharing unique experiences with them. It seems that our student body is becoming much more diversified and getting to know students from other areas is an education in itself.

PAUL: Another asset is the attempt to de-emphasize the Baptist influence. The fact that last year for the first time more than half of the students were not Baptists seems to say that we are not a school exclusively for training N. C. Baptists to be nice Christian laymen—we are interested in students from all over the country. What image do you think is associated with Wake Forest?

DON: For a long time everything has been very stereotyped. But at least now we're beginning to get some hair on campus.

LINDA C.: Wake Forest is going to be very different in a few years. Although I think and hope that it will retain some of its uniqueness. But far-reaching changes in curriculum and academics in general are underway and the administrative philosophies are becoming more liberal. The change in chapel that came about so easily here couldn't have happened two years ago. But I don't think we pushed the administration into it—they were ready to change.

Would you come back?

SUSAN: Definitely.

LINDA J.: No, I'd like to be exposed to a larger northern school.

JEAN: Yes, I would choose Wake Forest again because I came here to get a good education, and I think I got it. I must say though that my good opinion of Wake Forest is primarily attributable to the political science department, which I think is excellent.

LINDA C.: Well, I think I probably would, although I almost transferred out my sophomore year. If I didn't come here it would be in order to go some place very different from my background—some very progressive northern school. I'll be proud to say I'm a Wake Forest alumnae.

JAN: Now I'm very concerned about what I'm going to do after I get out of here. I don't feel like I'm prepared to do anything. I'm maybe prepared to get married and be an intelligent housewife, but as far as doing something with my English major, I can't do anything. At



*"Facing my future scares me,
but I know I never want
my mind to snap shut."*



a larger school, I could have gotten into something more specific.

PATTY WIEFERICH (Mathematics major from Bethesda, Md.): I'm very much satisfied with what I've gotten here. Of course, I'm a math major, and I can do many things in that field. If I go to graduate school, I will go to a larger school.

SANDY EDWARDS (Psychology major from Newnan, Ga.): I'm happy with my four years here, but if I go to graduate school, I want an entirely different atmosphere and different people. If I had it to do again, I would choose Wake Forest. In fact, I'm trying to get my sister to come here. There have been many times when I've felt that the intellectual atmosphere is lacking, but I don't know if it would be better somewhere else or not.

How have you changed in the past four years?

J. D.: I've gotten rid of local prejudices. If I had stayed near my hometown and gone to school there, I would have been a much more narrow-minded person. But being away has increased my appreciation for my hometown and the local type of life that I lived in high school.

DON: I've become \$10,000 poorer than when I started! Seriously, these have probably been the most important years of my life.

BILL P.: I think one of the biggest things is that I understand people better, and I have a greater appreciation for people, and I am more tolerant. You have to force yourself to get along with other people—especially in a suite with eight people. You have to learn to make adjustments and not always have your way. It is necessary to force yourself at least to tolerate other people, and try to understand them and help them understand you.

DON: That's what I hope people have learned here too. This place has been known to breed some pretty good cynics, but I still have a lot of optimism. Hopefully when you graduate from here, you are going to believe a little bit of the motto—"For Humanity." I am not the same person I was when I first saw the green grass



Paul Coble, Susan Rainwater, Linda Carter, Bill Lambe, Patty Wiefelrich.

and the white columns and said, "Wow, what a beautiful campus!" and then flunked the orientation quiz. *What is the role of an educated woman in society?*

JEAN: What a question! I think an educated woman should assume a responsibility to contribute some manifestation of that education to the society which helped to make it possible. This contribution should be made from an unselfish motive, but I believe that in giving of ourselves, we are blessed in return with experiences and insights far more valuable than those which we give.

SANDY: An educated woman should establish her own identity. She should be known and appreciated for her own interests. Her identity will establish her as a person in her own right.

SUE: With four years behind me and realizing that June, 1969 is approaching, I feel like my education is just beginning in a larger sense. Facing my future scares me, and I know I must continue my education, whether it be graduate school or individual research. Part of the process of being educated is realizing how little we know. These years have made me realize that I don't want to be afraid to change my opinions. I don't want to get in a rut of driving to the grocery store in my Country Squire Station Wagon with my three kids and returning home to play bridge.

SANDY: I, too, would be so dissatisfied if I didn't continue my education, since I now have had a taste of education.

LINDA C.: We're really going to have to work at avoiding a rut. College has been like that; we've gotten out of it what we've put into it. It's been up to us here, and it will also be up to us whether our whole lives will be buying groceries and changing diapers.

THE INCOMING FRESHMAN

New responsibilities are met with pretended self-assurance.

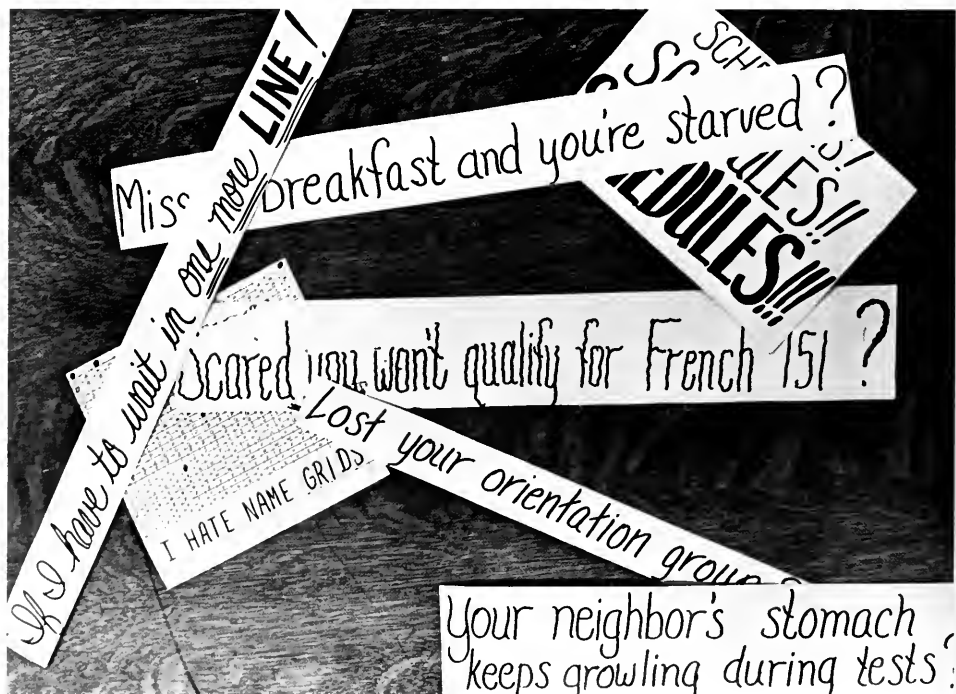
Few times will we experience the anxiety and excitement of that first freshman day at Wake Forest. We came here with anticipation, some pretended self-assurance, and a lot of butterflies. We were apprehensive about meeting our roommates and seeing the cinder block rooms that would be home for the next four years. We tried to hide the fact that we were freshmen, but our parents hovered too closely, and our faces were too revealing. Many of us—most of us—were lost and looked like it.

We came to Winston-Salem from all over the country, and for such different reasons as—"My Dad went to Wake," "It's just the right size," "Academic standards are good here," "Wake Forest has a pretty campus," or "It's coed!" But, for whatever reason we decided to spend our college years here, we were all looking for something, and we were all in it together.

Orientation was a fine greeting, but it was only the beginning. Unpacking and then hurrying everywhere

only to wait in lines, we tried to manage our time, but something was always left undone. Procrastinators we became, and 2 a.m. study was normal. We griped that we had never expected so much outside reading, but we admitted that we had come for such. We found that getting a college education was difficult, usually, and A's were sparse. Basic courses which we did not have the talent or the taste for were thrust upon us, but we struggled through Plato and fetal pigs saying to ourselves that we were on our way to that "well-rounded education."

We discovered something at Wake besides books, however. We discovered people—all kinds. Toleration of weird music, art, and dress turned into appreciation. And the sharing of travels, summer job experiences, and hobbies was a new source of insight into our limited frames of reference. Furthermore, not all of us were content to go to class and then back to the dorm. We lost some of our obvious freshman identity



by making our way to pub row, the athletic fields, Student Government, and the theater. Gradually we put the names and faces of upperclassmen together, and suddenly, after hours of making College Union posters or collecting for Biafra, we realized that we were a part of the goings-on of Wake Forest and not merely freshmen.

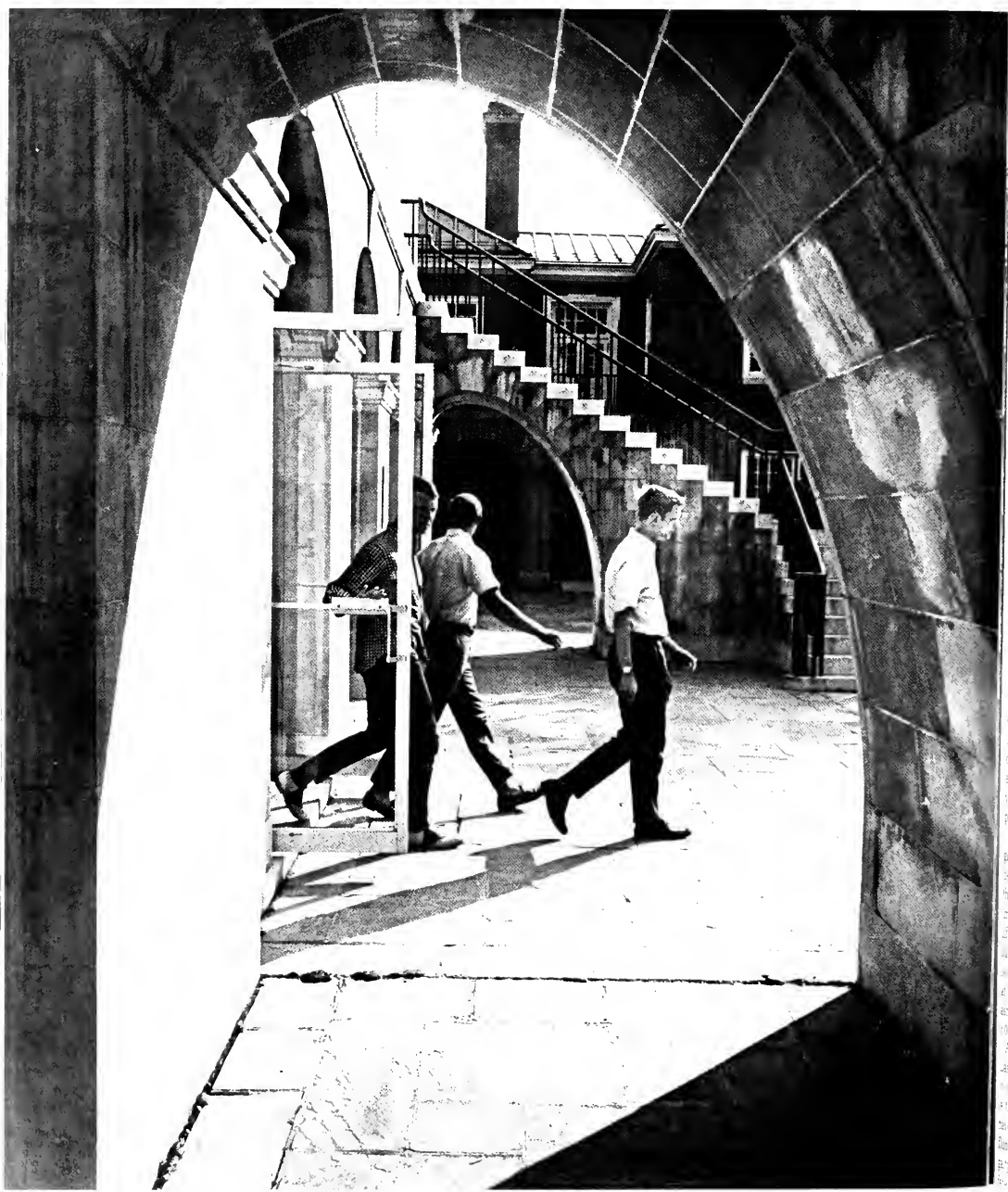
Our social life was another area of learning for us. We became involved in traditional college life, and the Saturday morning classes were completely over-shadowed by the afternoon football game. Girls were initiated to dorm life, not thinking about call downs, but about how nice it would be to be called over the intercom. And meanwhile, the boys moaned over the ratio of boys to girls, until Salem and U.N.C.G. were discovered. Some of us even felt that parties were not often enough, but had to admit, after mid terms, that the gatherings were perhaps a little too frequent.

During the first several months, though, each of us found his own challenge. Memorization quizzes were too much like high school for some; yet, the work was almost overpowering for others. We found a new independence, and with it came new responsibilities. But above all, we were able to start all over again with the discovery that education was our own responsibility.



A PIE AND HIS FRESHMAN





Individuality...

the force that binds.

PEOPLE



The University is a heterogenous blend of some 3,000 students from 42 states and 19 foreign countries. There are members of the student body whose homes are next door to their classroom, and some as far away as India and Hong Kong. Their cultural backgrounds and environments are so diverse that total integration is impossible.

Yet, there is at Wake Forest a very sticky, very subtle glue that draws these diversities together. A new student, perhaps more than the old, feels the traditions that merge personal histories into a homogeneity. He immediately senses the unifying elements of campus life that make irrelevant the place of his birth and wipe out the empty distinctions that have been drawn to isolate him. For at least four years, he will be a student at Wake Forest, getting caught up in the same enthusiasms and being burdened by the same depressions as 3,000 students.

Actually, it's rather meaningless to talk about what class you are in, what fraternity or society you belong to, or how you rank academically. What really matters is that, like every other student at Wake Forest, you have felt the exhilaration of passing or the dejection of flunking. You have shared with every other student the gaiety of leisure and the doubts and confusion that surface under pressure. You have joined in the general

celebrating when the team won, or in the general booing when they lost. Like everyone else, you have occasionally broken rules or cut too many classes. Nor have you shattered the essential unity that binds you to other students when you have fought for something you believed in, or when you have walked away because you simply didn't care.

You have not been alone when you have wondered, "What the hell am I doing here?" or sat up by yourself late at night wondering if you could muster the courage to get up in the morning. You haven't been the only one who has looked in a mirror and hesitated, thinking how much you have changed since you first came here and and asking yourself if that change is good or bad. Sometimes you have felt very proud of yourself, sometimes very ashamed.

Term papers, exams, and blind dates inspire common fears. Free cuts, the bell signalling the end of classes, holidays and massive snow storms the cause power failures are unanimously welcomed. And even the most sedate members of the student body occasionally feel like getting drunk and forgetting a bad week.

You are not so different. Your hopes, fears, dreams, and depressions have been felt by every student and provide a unity stronger and more abiding than that furnished by all the labels in the world.



WHO'S WHO



Row one: Ted Boushy, Norma Murdock, Bill Parker. Row two: Bill Lambe, Sandy Edwards, Dale Clendenning, Susan Smith, Barbara Brazil, Mary Ann Tolbert, Carol Bowen, Linda Carter, Linda Jones. Row three: Mike Gunter, Lloyd Halvorson, Sara Davis, Jim Carver, Andy Porter, Mary Alice Steele, J. D. Wilson, Terry Fuller, Paul Coble, Jim Martin. Row four: Jim Sheffer, Jim Johnson, Jimmy Clack.

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ABERNATHY, DAN EDWARD
ABERNATHY, DAVID PRESTON
ADAMS, BRENTON DOUGLAS
AIDEN, JEFFERSON BOONE
ALDRIDGE EMMETT CARLYLE
ALEXANDER, CHARLES JACKSON



ALLEN, CHARLES ROGER
AMEEN, WILLIAM OTIS, JR.
ANDERSON, DAVID SCOTT
ANDREWS, LAURA RITA
ANDREWS, WILLIAM HILL
ANDRUS, MARTHA WILLOIS



ARMSTRONG, ROBERT HOWARD, JR.
ARSENault, HARRY ALBERT
ASHCRAFT, DAVID BEE
BAUCOM, PHILLIP LOUIE
BAXTER, GREGORY STEPHEN
BEACH, CLARENCE MAYNARD, JR.



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BECK, ELIZABETH ANN
BECK, RICHARD CARLIE
BELCHEE, JOHN WILLIAM
BELL, THOMAS ALEXANDER, JR.
BELOW, EDWIN G.



BERKOW, GEORGE CHEYNE
BERRY, FRANCIS HOLTSCAW
BERWIND, JOHN CHRISTOPHER
BEST, JAMES ERNEST, JR.
BIGELOW, THOMAS FREDERICK, JR.
BILES, LINDSEY SCOTT



BINGHAM, EVELYN ANNE
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BIVENS, LUTHER BROWN
BLACKWELDER, JAMES MONROE
BLACKWOOD, STEPHEN ALEXANDER
BLAND, JOHN BROCKMAN



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BLYTHE, JOSEPH EDWARD
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BOONE, DEBRAH
BONDURANT, JOHN BENTHAL
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BOTTOMS, JERRIE SNOW
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BOWMAN, SHARON LEE
BOYLES, THOMAS JACKSON



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BRASWELL, LINDA JEAN
BRAZIL, BARBARA JANE
BREASEALE, RAMSAY DAYLE
BREWER, CHARLES ROBINSON
BREWER, CAY ESTRES



SENIORS



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CAMPBELL, DANIEL STANCIL
CARTER, LINDA SUE
CARVER, JAMES LEE
CASE, RITA ELLEN
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LONG, PAUL ERWIN
LYNCH, MICHAEL FRED
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MacVITTIE, RONALD BRUCE
MANESS, PHILIP McNEIL





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MARTIN, JO ANN



MARTIN, NANCY GRAVELY
MASON, MARK STEPHEN
MASTERS, DOUGLAS JOSEPH
McCARTNEY, CHARLES EDWARD
McCULLOCH, ALFRED TALBOT
McDOWELL, HAROLD CARLYLE



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MEYER, ANN MARIE
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MILLER, JAMES ARTHUR



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MONTGOMERY, MARK DRIER
MORGAN, NELDA NAN

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MORRIS, HENRY FERGUSON, JR.
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MURPHY, BARRY P.

MUTTON, THOMAS PAUL
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NIXON, TOMMY DURR

NODELL, THEODORE A.
NORTHINGTON, ANNE HORTON
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ORSER, PAUL NELSON
OWEN, JAMES GRIFFIN
PAINTER, SANKEY REID

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PARK, MARGARET ANN
PARKER, JANET CAROLYN
PARKER, WILLIAM ANDREW
PARKS, ROBERT MARTIN
PARVIN, JOSEPH EDWARD

PATCHELL, KIRK EDGAR
PATTERSON, WILLIAM SLOAN
PATTON, CAROLYN APPLE
PATTON, WILLIAM HUGH
PAULEY, EDWARD ODELL, III
PEARCE, BRONNIE CLIFTON, JR.

PEATROSS, CLARENCE FORD
PEELER, BRENDA RUTH
PENNELL, PEGGY LYNN
PETERSON, BARBARA ELLEN
PETTYJOHN, ROY JAMES
PEZZICOLA, MICHAEL LOUIS

PHILLIPS, BARBARA ANN
PHILLIPS, HAROLD DONOVAN, JR.
PIERCY, FRED
PINSON, PAMELA
PLEASANT, GLENN MICHAEL
POE, RANDALL ROY

PORTER, JOHN ANDREW
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PRESTON, WILLIAM GORDON
PRICE, JIMMY DOUGLAS
PUNGER, DOUGLAS STUART

PYRON, JAMES CARL
RADFORD, WANDA LEE
RAINWATER, SUSAN VAUGHT
RAISNER, WILLIAM RUSSELL, JR.
RAMSEY, DOUGLAS THOMAS
RANDALL, JAY CHARLES





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 REAVIS, RICHMOND GEORGE
 RENFROW, RAYMOND RUDOLPH
 RICE, DON STEPHEN
 RICHMOND, ROSALIND DELORES
 RICKS, GARLAND DUKE



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 RIVERO, ROLANDO VICTOR
 ROACH, EDGAR M., JR.
 ROBINSON, DEBORAH
 ROBINSON, EARL WILLIAM, JR.
 ROBINSON, JAMES EDWARD



ROGERS, STANLEY GRAY
 SABROSKE, ANNE ELIZABETH
 SAINTSING, BARBARA NORTH
 SASSAR, LOUIS ALAN
 SAUNDERS, GLENN RANDELL
 SAUNDERS, GRADY WAYNE



SAUNDERS, KATHLEEN ALICE
 SAYLOR, PHILLIP LAWRENCE
 SCOTT, DONNA HURT
 SEIBERT, RICHARD ALLEN
 SEIDLE, JOSEPH WARRELL
 SHEFFER, JAMES STEPHEN

SENIORS

SHELTON, TEDDY DALE
SHEPHERD, JERRY ALLEN
SHUFORD, TOLLY M.
SIEWERS, CHRISTIAN NATHANIEL
SIMPSON, DEBORAH SUE
SIMPSON, SUSANNE BENNETT



SINK, RICHARD MILLER
SIZEMORE, RONALD K.
SKLUTAS, THOMAS MICHAEL
SLATE, JOHN WILLIAM, III
SLOSS, RICHARD LEWIS
SMELLEY, JAMES HAMLETT



SMITH, ELIZABETH ANN
SMITH, EVERETT GROVER, JR.
SMITH, ROBERT MARSHALL
SMITH, SUSAN MARIE
SMITH, WILLIAM EUGENE
SMITH, W.



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SNIPES, CHARLES DURANT
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SPIVEY, JOHN HUBERT
STANBACK, HOWARD JAN
STEED, JAMES MARSH



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TALIAFERRO, DAVID ANDREW
TATE, DONALD KEITH



TATE, JOHN LEWIS
TATE, PHYLLIS McMURRAY
TAYLOR, JEFFREY STANTON
TEAGUE, MILTON LEE
TEMPLETON, THOMAS STOKES, II
TESSNEAR, MARSHALL DEAN



THOMAS, MARY ELAINE
THOMAS, PATRICIA LYNNE
TOBEY, MARGARET SUE
TOLBERT, MARY ANN
TOWNSEND, WILLIAM ARTHUR
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WILSON, JACKSON DAILY
WINSTON, YORK EDWARD



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WRENN, JAMES ROBERT, JR.
ZINK, PAUL LEE
ZINZOW, LEE ALAN





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Abernathy, Shelley C.
Abernathy, Tommy Newell
Adams, Michael Lee
Alden, Roger David
Alexander, Suzanne Dorothy
Allen, William George, III

Alligood, Susan Jean
Anderson, Suellen
Andrews, Mary Jacqueline
Aycock, Benjamin Thompson
Baker, John Michael
Balanky, David Royce
Barden, John Frederick

Barnes, Jane
Barnes, Patrick Douglas
Barsotti, Stephen Louis
Baxley, Daniel William
Beamon, Kenneth Dwain
Bean, Rhonda Duke
Beavers, Chris D.

Beavers, Phillip Law
Best, Deborah Lou
Binford, Charles Archer
Bingham, Robert Laurence
Blanchard, Ronald Gay
Blevins, Priscilla Ann
Bley, William Frank, Jr.

Bobo, Donald Haywood
Bogathy, Raymond Harry
Boleman, Guy Russell, III
Boone, Thomas Edgar
Bovender, Patsy Robin
Bowlin, Dennis Crant
Brewer, William Donald, Jr.

Brinson, Woodrow Wilson, Jr.
Britton, Audrey Nancy
Brockett, Sue Ellen
Brookbank, Martha Jo
Buckley, Douglas Pratt
Burger, John Robert
Burke, Gary W.

Burnett, Linda Diane
Burns, Crystal Laurie
Bush, Kenneth Oakley
Butler, James Timothy
Cale, Paul Harrell, Jr.
Callahan, Bob Wesley
Callaway, Clyde Lee, Jr.

Caraway, Cheryl Ann
Carrick, Dennis Gregory
Carrington, Grover Anderson
Carlton, James Delaney
Chakales, Peter Charles
Chapman, James
Collins, Jeffrey Lawrence

Connors, David Andrew, III
Cook, Frederick Homsek
Corbett, Robert Hush
Corvey, Candace Ruth
Cousens, Wayne Ray
Crews, Sharon Marie
Crinkley, Linda

Crissman, Paul Stephen
Cross, James Estes, Jr.
Cumby, Catherine Ellen
Cummings, Nancy Paige
Curd, Richard A.
Curl, James William, Jr.
Dailey, Pat Lynne

Danforth, John Almy
Darnell, Stephen Porter
Dashiell, Charles Robert, Jr.
David, Susan House
Decker, Charles DeForest, III
Dent, Beverly Jean
Donner, Joseph Jacob



JUNIORS



Dohy, Wiley Jacob
Dodson, Wayne Leslie
Dunn, Christopher Allen
Dunn, Eddie Ray
Dunlap, Katherine Margaret
Dunning, Robert George
DuVal, Beverly Ann



East, James M.
Edwards, Danny Michael
Edwards, Linda Jane
Ekvall, Christine Joy
Elliott, Nancy Carolyn
English, Mary Anita
Evans, Susan Claire



Everhart, Elizabeth Jane
Ezell, Brewer Moody
Fergusson, David Gaertner
Fedora, W. John
Fitzgerald, Robert Karl
Fleming, Thomas Smith, Jr.
Floyd, Anderson Gayle



Floyd, Carole Grimsley
Floyd, Charles Edward
Ford, Douglas Wayne
Foster, Stuart D.
Freeman, Larry Eugene
Frye, Larry Thomas
Fulks, Alan King



Fuller, Kirk Kennedy
Funk, Peter H.
Gadsden, Beverly Scott
Gallagher, William Bryant, Jr.
Garton, Daryl Wade
Gaskins, Greg C.
Gavin, Thomas Jeffries



Gentry, Ricky Charles
Gentry, Vicki Ann
Gerhardt, Gretchen Carolin
Gilmore, Glenda Elizabeth
Goard, Richard Lee
Goins, Dennis Wayne
Graham, Gary Andrew



Greenhaugh, John Charles
Groff, Elizabeth Doris
Grubb, Steven Charlie
Gunby, Martha Louise
Hackshaw, Barry Thomas
Haigler, Jerry Lane
Haigler, Karl Owen



Hall, Bahnson David
Hall, Eleanor Cheryl
Hallman, Lynn Henry
Hammer, Doreen Ruth
Hampton, Nancy Jo
Hampton, Pamela Smithdean
Hamrick, Otto V.



Hardison, Richard Everett
Harper, John Robert, Jr.
Hartley, David Lee
Hartzog, James Douglas
Haurand, Susan Marie
Hauser, Denson Gray, Jr.
Heckerman, Martha Lee



Hemphill, Kenneth Shell
Herstine, James Howard
Hester, Jeanne Carol
Hibbert, Carl Woodall
Hickman, Thomas Nelson
Hicks, Larry W.
Hill, Laurel Mariene



Hinson, Linda Diane
Hobbs, Daniel Ralph
Hobbs, James Walker
Hodge, Deborah Hope
Holbrook, Nancy Cox
Holden, Cathy Suzanne
Holland, Charles Milton

JUNIORS

Hollday, Katherine Street
Hollfield, Karen Lee
Holtshouser, John Alexander
Honeycutt, Richard Allison
Hord, Mary Jo
Horner, Guy Thomas, Jr.
Horton, George Robert



Horton, Mary Anne Lynch
Horton, Michael Wayne
Howard, Gloria Lynne
Howell, James Dallas
Howell, Rebekah Lou
Hoyle, Jerry Deans
Hughes, Thomas Lee



Hull, Roger Allen
Hurley, Edward Stevenson
Hyatt, John Anthony
Hyder, Betty Frances
Iannuzzi, Nicholas P. III
Inman, Harold Ross
Isenbarger, Nelson Nolan



Jarman, Wayne Thomas
Jennings, Thomas Parks
Jennings, Vaughn Edward, Jr.
Jobe, Barbara Brock
Jobe, Brock William
Johnson, Alan Andrew
Johnson, Robert Francis



Jones, Freda Lee
Jones, Michael Evans
Jones, Morris Wiley, Jr.
Jones, Paul Winthrop, III
Jones, Thomas Pruitt
Jordan, Carol Sue
Juhonowsky, Bruce Lewis



Kegerreis, Jay Hubert
Keiger, Steven Bain
Kellum, David Glenn
Kettlehake, Thomas Max
King, Samuel Cromer, Jr.
Kinlaw, James Brody, Jr.
Kinsey, Susan Irene



Klosterman, Robert Paul
Knight, Michael Russell
Kobos, Donald Joseph
Kornegay, Robert Dumaïs, Jr.
Krest, Claudia Ann
Layman, Eugene Freed, III
Lawson, David Chambers



Lassiter, Charles Butler
Leader, Richard Gordon
Ledbetter, Everett Oden, II
Lemza, Douglas John
Liles, Edmond Harold
Lindner, Carol Ann
Lipford, Sarah Leigh



Loftin, William Dennis
Long, Samuel Henry, III
Love, Sherwood Lee
Ludlam, Joel August
Luker, Barbara Gae
Lynch, Thomas John
Markinstry, E. Warren, Jr.



Main, Roger Phillip
Manning, Leslie Wilson, Jr.
Marshall, Donna Lee
Martin, Alfred Raymond
Martin, Jerry Cash
Matsinger, John Durbar, Jr.
Matson, John Paul



Matthews, Milton Randitt
Mauger, Susan Lynn
May, John Manning
McCara, Robert Clyde
McCord, Ronald Scott
McCotter, Richard P.
McGuy, Harold Paul, Jr.





Officers: Jim Cross, Pres.; Woody Mefford, V. Pres.; Susan Powers, Sec.; Chip Dashiell, Treas.



McDuffie, Janies Christopher
McHam, Gary Sanford
McManus, Hugh Forrest
McNeill, Claude Ackle, III
McNeill, Jolyne
McPherson, Charlie Outlaw
Meech, David Matteson

Mefford, Thomas Fleetwood
Meisburg, Suzanne
Mellen, Deanne Evelyn
Melvin, Dennis Henry
Michaelides, Sophocles Cratinos
Michaels, Clara Jean
Mickey, Glenn Franch

Miller, Frances Jane
Miller, Joel Byron
Moore, Linda Ann
Moore, William Clarence
Morrow, Judith Claire
Moyer, Timothy F.
Mullis, Francis Lee

Nance, Susan Elizabeth
Naphas, James Harry
Neale, Michael Benjamin
Nelson, Joan Maria
Nixon, Robert Wayne
Nunnallee, Thomas Lee
Oakley, Sarajane

Oetken, Stanley Gene
Oliver, William Rayford
Olsen, Cynthia Louise
Outlaw, Nancy Sue
Owen, Mary Helen
Pemplin, Charles Lewis, III
Parks, Jeanne Ann

JUNIORS

Parris, David Allen
Peale, Ann Louise
Penegar, Joel Lynn
Perryman, Randolph Gray
Pierce, Linda Jean
Pike, Judith Louise
Plott, Floyd Eugene



Plummer, Franklin Roosevelt
Plunkett, Joseph Michael
Poot, Ann Cleveland
Porter, Elizabeth Tyler
Posten, Cynthia Susan
Powell, Steven Miles
Powers, Susan Elena



Pregnall, Mary Ann
Preston, Beverly Jeanne
Preston, Jo Anna
Price, Randy Lee
Puckett, Joe Lee, III
Putnam, James Leland
Queen, John Samuel



Rankin, Edward Sims
Reavis, Janice Gayle
Reeves, Jimmy Dean
Rich, Thomas Lenwood, III
Robinson, James Barnette, Jr.
Ross, Donald Lynnwood
Rose, Walter Franklin, Jr.



Rummage, Floyd Ray, Jr.
Rushing, Reginald Aaron
Ryder, Lee K.
Saine, Jimmy Darrell
Saunders, William Lamont
Schanbach, Marla Lynn
Schock, Robert C.



Schroeder, Gary Herman
Sedberry, William Martin
Severn, Christine Bowman
Shaffer, Donald Thornton
Shelcross, Joan Marie Dorothy
Shannahan, Richard Eaton, Jr.
Sharpe, Bruce Edward



Shouse, Timothy Lee
Shuping, Mack Ray
Sink, Adelaide Alexander
Smith, Betty Jane
Smith, Gregory James
Smith, Tamara Layne
Spears, Jimmy Bernie, Jr.



Spencer, Richard Michael
Spivey, Willie Daniel
Spindler, Carolyn Hertzner
Spurr, Elmer Ray
Stancill, Larry Arthur
Stanley, David Wolfe
Staples, Charmelle



Stewart, Terry Cwynn
Stiff, Marilyn Elaine
Stone, Anita Elizabeth
Stone, James Thomas
Strickland, Patricia Ann
Suenr, Rebekah Elizabeth
Sugg, Charles Francis



Tadlock, Thomas Callio, Jr.
Tantum, John Ellwood
Taylor, Margaret Glenn
Taylor, Mary Linda
Taylor, William Lloyd
This, James Leslie
Thomas, William Smith



Thompson, Murray Joseph
Thorp, Naomi Ruth
Tilley, John Leslie
Tilghman, Linda Bell
Tolbert, Wayne Woltz
Tomlinson, Steven Daryl
Townsend, William Crawford, Jr.





Triplett, John Jay, Jr.
 Troutman, Sarah Elysabeth
 True, Lillian Durant
 Tuttle, Joel Van
 Umbel, Robert Donald
 Underwood, Melinda Ann
 Urban, Edmund Theodore

Van Zandt, John D., III
 Vaughan, Kristen Hope
 Wall, Carroll Charles, III
 Wall, Laura Elizabeth
 Wall, Roscoe Le Grand, III
 Wallace, Gary Douglas
 Walker, John Barrett

Warren, David Wyman, III
 Waters, Garland Monroe
 Watts, John Henry Vernon
 Weathers, Jane Bell
 Webb, Ronald Douglas
 Webster, Eloise Horne
 Wells, Donald Wesley

West, George Kenneth
 White, Beverly Jean
 Whittington, Richard Allen
 Wiist, Sharon Ann
 Wilder, Raboteau Terrell, Jr.
 Williams, Floyd Lee
 Williams, James David

JUNIORS

Williard, Gary Worth
Wilson, Rebecca Sue
Wimer, Jean Lee
Wright, Roy Wayne
Wright, Stuart Thurman
Wynne, Leon Wilson, Jr.



Yates, Tony Lawrence
Young, Julius Smith, Jr.
Yountz, Peggy Einstein



SOPHOMORES

Adair, William Ivey
Adams, Rod Alan
Aiken, Michael Lee
Ainsworth, Sally Jo
Albert, Susan Jeanette
Aldrich, Judith Anne
Allen, Patricia Susan



Ange, Constance Elizabeth
Anglim, William Kevin
Anson, Richard Donald
Aquino, Thomas Malone
Archbell, Roy Alston, Jr.
Arentz, Bradley Wayne
Arnold, Timothy Kirk



Arthur, William Charles
Ashford, Richard Robert
Aste, Russell Zachary
Bacon, Helene Annette
Badger, Bruce Byron
Bailey, Douglas Kent
Baillie, Joel Malcolm



Baker, Martha Victoria
Baker, Robert Carl
Balls, Ann Bartram
Barnes, Christopher Keen
Barnes, Kenna Elaine
Barnes, Nell Goodwyn
Bartholomew, Jacquelyn Frances



Bateman, James Ward
Beard, Albert Floyd, III
Beatty, Carole Bernadine
Beauvais, Ronald Raphael
Bell, Bonnie Wayne
Bennett, William James
Benton, Betty Sue



Benton, Brenda Ruth
Benton, Kenneth Robert
Bergey, Donald Bruce
Bergmann, Gregory William
Berry, Linda Kaye
Black, Henry Clark, III
Blackerby, William Carroll



Blevins, James Ray
Booher, Michael Scott
Boutillier, David Harris
Brackett, Anita Diane
Brady, Robert Monroe
Braswell, Bill Garfield, Jr.
Bretzmann, Raymond Arthur



Brevard, Roxanna Lynn
Brewington, Janette Crans
Brinkley, James Benton
Brock, Mixine Elaine
Brown, Ronnie Lee
Brumbaugh, Wayne Douglas
Bryan, Edna Lee



SOPHOMORES



Bryson, Emma Ellen
Bullock, John Paul, Jr.
Burnside, Robert Michael
Callison, Ann Miller
Campbell, Teresa Ann
Campbell, David Alfonso
Caragrotti, Vicki



Carr, Linda Gail
Carter, Dale William
Causby, Harold David
Causey, Larry Grady
Chamberlain, Lawrence Jesse
Clark, Carol Lee
Clayton, Donn Rickey



Clem, Donald W., Jr.
Cleveland, Willis W.
Clett, Patrick Wayne
Clower, Thomas Mitchell, Jr.
Cohara, Marilyn Corinne
Cole, Joseph Jerald
Coleman, Andrea Beth



Conrad, Joseph Daniel
Cook, Ashby Morris, Jr.
Cook, John Ruben, Jr.
Cook, Wesley Ray
Coward, David Preston
Craighead, Paul Engene
Crawford, Samuel Lee



Crisman, Eric James
Crosby, Kevin John
Crothers, Charles Lee
Crumpler, Paul Manly, Jr.
Cunningham, Mary Louise
Currin, John Gray
Currin, Samuel Thomas



Dailey, James C.
Daniel, Martha Elizabeth
Davis, Steven Thomas
Day, Elizabeth Allen
Day, Susan Elizabeth
Dennison, Ralph Edward
Dickson, William Albert



Dillon, John Rodman
Doman, Eunice Maria
Donaldson, Susan
Dorenbecker, Harold Charles
Downs, Evelyn Antoinette
Drake, Anthony
DuBose, Balling Stovall, III



Duffy, Robert Francis
Duncan, Mary Cheryl
Dwiggins, Mary Betsy
Early, Martha Leslie
Easley, Joseph Craig
Eddins, Elizabeth C. Anne
Embry, Richard Fain, Jr.



Emley, Robert Kent
Engelmere, Kent Lewis
Eschem, Jim
Evans, Robert Edward
Eysenback, Elin Jocelyn
Falls, Nan Blyth
Finch, James Russell



Fitch, Constance Kathleen
Foley, Deborah Ann
Ford, Dianne Elaine
Forrest, Charlie Bradley, Jr.
Fort, Malinda Ann
Francis, Jerry Eugene
Frazier, Daniel Alan



Freedman, Steven Vaughn
Freeman, Randy Blake
Fuller, Robert Earl
Gadd, James Ronald
Garland, Bruce Harlan
Garrett, Melinda Lee
Gatzogiannis, George E.

SOPHOMORES

Gaydica, Joseph Stephen
Gentry, Judy Atleen
Gerlaugh, Aubrey Lee
Germuth, Kathleen Elizabeth
Gest, Stanley Anthony
Gill, John Strachan
Claize, Sara Kent



Glass, Ernest Wilson, Jr.
Glover, Vivian Diane
Godwin, Arba Sherwood, Jr.
Goehring, Constance Fern
Gosnell, Lawrence Ervin
Gough, Gilbert Stephen
Grant, Robert Maurice, Jr.



Graves, Kathryn Elizabeth
Graves, Wylie Clondis, Jr.
Grey, Deborah Helene
Guest, Susan Elaine
Gunnels, John Robert
Hall, Leslie Ann
Hall, Lydia Patricia



Haltiwanger, Frank Spruill
Hamill, Susan Verdice
Hamrick, George Nye, Jr.
Hanna, Douglas Bruce
Hensen, Diane Louree
Hare, Roy Allen
Harrill, Roger Scott



Harvey, Steven J.
Haven, Erna Catharina
Hawes, Richard Dean
Hawkins, David Broughton
Hayes, Charles Rufus
Hayes, Harold Eugene
Hayes, James Alex, Jr.



Haywood, Billy McNeil, Jr.
Heffner, David Oren
Heimer, Stephen Ford
Hellard, Judith Elizabeth
Helms, Vernon Lemar
Henne, George Franklin, Jr.
Hibbert, Thomas Andrew Rankin



Hiemstra, Jimmie Kay
Higgins, Danny Glenn
Hildebrand, Diane Lynn
Hildebrand, Donald Robert
Hill, Joan Patricia
Hinson, Warren Raymond, Jr.
Hoagland, Thom Lovis



Hobson, Anne Elizabeth
Hodges, Patricia Anne
Hofferbert, John Harvey
Hogan, James Leanney
Holladay, Joseph Clayton, Jr.
Honeycutt, Ronald Hinton
Horton, Benjamin Edward



Horton, Richard Johnson
Hough, Harriet
Howard, Martha Rose
Howard, Michael Eugene
Howerton, Carol Lynn
Hoyle, Warren Fitzhugh
Hughes, John Thomas, Jr.



Hutchinson, Tom Spicer, Jr.
Ingram, Thomas Bryan
Irvin, Mary Anne
Jackson, Catherine Ann
James, Sylvia Jeanette
Janney, Robert Scott
Jester, Richard Everett



Johnson, Ira Alan
Johnson, Judith Carolyn
Johnson, Russell Burke
Jonas, Richard K.
Jones, Elizabeth Wilson
Jones, Lana Gail
Jones, Pamela Kaye





Officers: Chris Barnes, Pres.; Maribeth Watts, Sec.; Dupey Sears, V. Pres.



Jones, Ronald Elbert
Jordan, Margaret Long
Josephsen, Glenn H.
Kallam, Michael Gray
Keenan, Michael Edward
Kellogg, Edwin Lee
Kelly, Doris Katherine

Kennedy, Richard Shreve
Kiley, Vincent Arthur
King, Kristin Ann
Knight, Robert William
Koether, George Henry, III
Kovarik, Robert Carl, Jr.
Kriebel, Christina

Krueger, Deborah Ann
Landsperger, Elizabeth Anne
Latta, William Edward
Lawrey, James Donald
LeGrand, Stuart Hayes
Letton, Harold Richard, Jr.
Lewis, Samuel Freeman, Jr.

Lindsay, David Smith
Llano, Maria Lucia
Loftis, Kay Newton
Logan, Archie Doyster
Longee, Carol Sue
Lunsford, Sam William
McCollum, Max William, Jr.

McConnell, Joel Caldwell, Jr.
McCourt, James Michael
McGregor, Gilbert Ray
McKinney, Joy Charlene
McMurry, Clarence McCann
McNeill, Stephen McMahon
McRacken, Herbert Larry

SOPHOMORES

Mabry, Markham William
MacLaren, Robert James, Jr.
Malsbury, Gordon Henry
Maner, David Huff
Mann, Britton David
Manning, Julia Elsie
Mark, Freeman Adolph



Martin, Darrell Shelton
Martin, William Everett
Massey, Gerald Rudolph, Jr.
Mauney, Fred Kevin
Mayer, Russell K.
Miller, Charles Richard
Miller, Douglas R.



Miller, William Lloyd
Mills, Robert Dale
Mintz, Maxine Elizabeth
Missbach, Nelson Campbell
Monahan, Christine
Moore, Paula Jean
Moore, William Richard



Morgan, Letha Marcelle
Morrow, John McKnight
Mutz, Paul Raymond
Murray, Robert Scott
Nance, Sherry Delaine
Needham, Vickie Gayle
Nelson, Jeffrey Scott



Newhall, Cynthia Joyce
Nicholson, James Hazzell, Jr.
Nix, Susan Marie
Norris, George Richard
Norris, James Eric
Nunnallee, Jane
O'Brien, James Charles



Ogren, Mark William
Oliver, Catherine Ann
Orman, William Scott
Ort, Donald Richard
Osborne, Douglas Floyd, Jr.
Owen, Harvey Worth
Padgett, Lynn Marie



Palmer, David Ballinger
Pappas, Rena
Paris, James Calvin
Parsons, David Robert
Patton, Mary Lee
Payne, Nancy Carolyn
Pearigen, James Charlton



Peay, Dolly E.
Perkinson, John Robert, Jr.
Perry, John Clayton
Peters, Mary Kathryn
Peterson, Carl Arthur
Petrino, Robert Alexander
Phelps, Frances C.



Pilcher, Judith Carol
Planting, Mark Allen
Plemmons, Ronald Lawrence
Poe, William Edward, Jr.
Pruette, Ronald Douglas
Puckett, L. H., Jr.
Pullen, Charlie Thomas



Quesenberry, William Martin, Jr.
Rapala, Maria Cristina
Raroin, Richard Leighton
Rausch, James Albert
Redfearn, Sarah Evelyn
Reed, Clifford Anthony
Rhymmer, Janet Elizabeth



Richards, Peter Scott, Jr.
Richardson, Donald Sanders
Richardson, James Carroll, Jr.
Richmond, Sandra Mary
Riggs, Ronald Milton
Robinson, Jenny Lou
Robinson, Jonathan Crawford





Rodgers, Benjamin Allen
Rogers, Carroll Dale
Rucker, Lynn Ann
Ruffin, Julian Edward
Russell, Robert Jackson
Saffer, Wayne C.
Samuels, Ann Marion

Sawyer, Janet Clyde
Scarborough, Robert Eh
Schenkemeyer, Robert Waters
Schnebly, John Lewis
Schuster, Barry Mark
Sears, Lester Dupuy
Seaver, Thomas Arthur

Setterstrom, Linda Annetta
Shackelford, Brenda Frances
Shaeff, Charles Bellford III
Shannon, Daniel Stephen
Sheffield, Michael Moore
Shepard, Betty Yvonne
Shue, Jeffrey Lee

Shumate, Samuel Stillwell
Singleton, Antoinette Estelle
Sirkel, Kathleen Ann
Skeen, Halthe Joyce
Slessman, Pattiyane
Sloan, George, III
Smith, Gerald Lomax

Smith, Mahon Thornly, III
Smith, Robert Gerald
Smith, Stephen Langdon
Soper, Dorothy Anne
Stainback, Paul Gerald
Stanfield, Jo Ann
Steffens, Margaret Clinton

SOPHOMORES

Stellrecht, Earl Raymond, Jr.
Stephenson, Emily Ann
Stokes, Hugh Greg
Stoops, David H.
Strickland, Bennie Randolph, Jr.
Stringfellow, Laura Andell
Stuart, Albert, III

Swanson, Shirley Elaine
Sweazy, Larry Bruce
Taylor, Charles MacCallian
Taylor, Dorothy Helen
Thomson, Laura Bennett
Thompson, Michael Douglas
Threewitts, Robert Faison

Todd, Frank Lesesne
Tolar, Douglas Stanley, Jr.
Towne, Robert Mitchell
Tudor, Wayne Byard
Utley, Robert L.
Valentine, William Keith
Vehorn, Barbara Charlotte

Ward, Glenn Steven
Ward, William Randall
Ware, Lewis Lafane
Watson, Frances Layne
Watson, Hazel Marie
Watson, Richard James
Watts, Maribeth Gravatt

Waugh, Julius David
Welfare, Linda Dianne
Whitaker, Daniel Spier
Whiteside, Robert Reid, Jr.
Wilbur, Cynthia Anderson
Wiley, Alison Jean
Wilkerson, John Lee

Williams, Linda Dockery
Williams, Robert Pershing, Jr.
Wilson, Charles Patton
Wilson, Lewin Gray
Wilson, Troy Stephen
Wingate, Joseph Alexander
Winrow, Gary Jay

Winston, Jones Harrison, Jr.
Witt, Jacquelyn Kay
Wong, Sally Cheung-Fung
Wood, Janet Elaine
Wood, Lynn Gayle
Woodson, Pamela Gwynn
Wooter, Francis Edward

Worthington, Richard Earl
Wray, Robert Spencer
Wright, Charles Stafford
Wright, Russell David
Wyers, Judith Gayle
Yarborough, Benjamin Hall, II
Yates, John Harvey

Yatsko, Larry Wayne
Zack, Earle Preston
Zane, Larry Robert
Zimmerman, Gene Grayson



FRESHMEN

Ahrens, Nichola Gail
Aitken, Tommy Emmitt
Alderman, Nancy Lynn
Aldret, Joyce Sedinia
Alexander, Sue Ann
Allen, Douglas Lee
Allen, Stuart Douglas



FRESHMEN



Ammar, Alex David
Anderson, Stephanie Jean
Andre, John Rudolph
Andronaco, Raymond Byrne
Angell, John William, Jr.
Anson, Richard Donald
Armenaki, James Arledge

Ashman, Ron Ray
Ashton, James Jeffrey
Ault, John Douglas
Ayer, Stephen Eugene
Baddorf, Arthur Miles
Bagnal, Patricia
Baird, Shirley Ann

Ball, Jean Wilson
Bagwell, Charles Emmet
Bailey, James Frederick
Banask, Rick Walter
Banks, Wallace Randolph, Jr.
Barber, Jeffrey Ellis
Barnes, Beverly Ann

Barnett, James Earl, Jr.
Barnette, Karen Lee
Barrus, James Alexander, Jr.
Barton, Robert Stuart
Bartz, Ann
Basset, Nancy Gene
Baumgarner, Kathy Kay

Bearinger, David Allen
Beck, Bruce Kelley
Bell, Fred Eugene, Jr.
Benjamin, Mary Lynn
Benson, Crayton Robert, III
Biddix, Jerry Lee
Bingham, David Yates

Binns, Judith
Blackburn, Margaret Elizabeth
Blakley, Billy Ray
Blanton, Ted Arland
Blythe, James William
Bogdan, Barry Louis
Boing, Frank Michael

Bollinger, Roger William
Booth, Daniel Hughston
Borneman, Janice Kay
Boswell, Donna Ann
Bowden, David Howerton
Bowden, Rodney
Bowers, Herbert Stephen

Boyd, Ceceila Anne
Boyles, Kenneth Wayne
Bradley, Edward William
Bramhall, David Dempster
Brandon, Jackie Lee
Brettschneider, William Leslie
Brill, Bradley Mark

Bristol, John Rochelle
Brower, James Bascon
Brown, Charles Anderson
Brown, Deborah Lee
Brown, Gary Ray
Brown, Patricia Heiges
Brown, Thomas Edward, III

Browning, Frankie Carroll
Browning, Lindsay Carroll
Bullard, Kent Lee
Bumgardner, Mary
Bundy, Stephen Davis
Burgermeister, Herman, Jr.
Burke, George Leslie

Burpeau, Barton David, Jr.
Butler, William Estes
Byrd, Mark Jeffrey
Calder, Robert Edward
Caldwell, James Bryson, III
Caldwell, Margaret Cooner
Calhoun, Andy Conrad

FRESHMEN

Callaway, John Mell
Cardea, Samuel Victor
Cardwell, Wayne Charles
Carothers, Ralph Ronald
Carpenter, Elizabeth Michele
Carter, Carol Sue
Cavin, Patricia Dianne



Chalk, James Winfrey
Chamberlain, Richard Alfred, Jr.
Chandler, Cheryl Dawid
Chappell, Nancy Evelyn
Christian, Robert Dalton, Jr.
Chulada, Richard Francis
Claiborne, William Joseph



Claypoole, Susan Louise
Cobb, James Edward, Jr.
Coe, Judith Annette
Colclough, Elizabeth Anne
Cole, Thomas Alfred
Connelly, Rebecca Lynn
Combs, John Reed



Cornwell, Richard Max
Conrad, Sandra Sue
Cook, Sandra Joy
Cooke, Frederick Hosmek
Cooper, John Martin
Cornwell, Fred Eugene, Jr.
Cowan, Thomas Van Evera



Cowley, William Franklin
Craver, Mark Arnold
Craver, Mary Penry
Crawford, Jean
Crews, Stanton Talmadge
Crissman, Charles Clinton
Crouse, Roy Howard, Jr.



Crowder, Ronald Darby
Crowther, David William
Daniel, Gary Leonard
Danser, David Harry
Davenport, Jonas Clinton
Davis, Charles Joseph, III
Davis, John Dixon, III



Davis, Terrell Lynn
Deal, Hazel Vivian
deNobriga, Kathie Elizabeth
Dettefs, Richard Lyle
DeWeese, H. William
Dewey, Kent L.
Dixon, John Stephen



Dockham, Jerry Charles
Ebert, Frank Ross
Edwards, Irene Elizabeth
Edwards, Fabienne Renee
Ellis, Sandra Cecille
English, Susan Lillian
Ernest, David William



Exley, John Richard, Jr.
Farley, Elizabeth Lynn
Farrell, Barbara Leslie
Fasse, John Walter
Fender, Freda Sue
Ferguson, Edward Marcus
Fincannon, Marcia Jean



Finlator, Martha Dell
Fitzgerald, John Gregory
Fix, Deborah Woosley
Flandorfer, Walter
Folk, Alice Elizabeth
Ford, Michael Gerald
Ford, Thom Woodward



Formy-Duval, Thomas Lee
Foster, Teresa Caudle
Fox, Diane Justine
Freyberg, Daniel James
Fulton, Ann Scott
Futch, George Hanson, Jr.
Gallimore, Joyce Mabel





OFFICERS: John Mitchell, V-Pres.; Jan Sullivan, Sec.; Cathy Lewis, Treas.; Ted Keller, Pres.



Galloway, Carla Gayle
Gardner, Sherry Lynne
Garrison, Elizabeth Ann
Garrett, Andrea Louise
Gentry, Wayne Lewis
George, Donald Ray
Ghegan, Robert William, Jr.



Gibson, Claude Timothy
Gillenwater, Gail Elizabeth
Givens, Davidson Howard
Gleason, Edgar Martin
Ghdewell, Brenda Gayle
Golden, Philip Michael
Goode, Teresa Diane



Gorin, Diana Collette
Goss, Larry Keith
Grant, Laura Lee
Gravander, Marilyn Jean
Green, Lynda Caryl
Green, Thomas Martin IV
Greenfield, David Wesley



Greenleaf, Sharon Kay
Grumbles, Owen Kent
Gulflie, Jimmy Dale
Gunter, Richard David
Gwyn, William Blair, Jr.
Hagan, Gregory Allen
Hagler, Gould Barrett, Jr.



Hall, Bruce Numa
Hall, Donald Madison
Hall, David Marshall
Hall, Joseph Cullen
Hall, Martha Ellen
Hall, Steve Preston
Hall, Wayne Carl

FRESHMEN

Hallenbeck, Don Charles
Hamby, William Carter
Hamlin, Sarah Dortch
Hammond, James Daniel
Handy, Carol Grace
Hanna, Glen Edens
Hannum, Edward Thomas



Harley, Thomas Alvin
Harrarwood, Michael Steven
Harrmon, Thomas Mark
Harrell, Linwood Jeffrey
Harris, June Alice
Harris, Suzanne Katherine
Hartley, Harry Benjamin



Harwood, James Alexander
Hastings, Brenda Gail
Hastings, Harry David
Hawkins, Cheryl Lynn
Haynes, James Edgar
Heidgerd, Frederick Coy
Helm, Homer Marcus, Jr.



Helm, Thomas Burkhardt
Henry, Edward Dantzler
Hepler, Molly Lee
Hermanson, Karl DeWitt
Herring, Harold Casey, Jr.
Herrington, Linda
Hewitt, Doris Elaine



Hill, Robert David
Hill, Virginia
Hinsshaw, Robert Dennis
Hobbs, Barbara Jane
Holbrook, Robert Holt
Holmes, Jean Evelyn
Holroyd, Ann Shaw



Holthouser, William Houston
Hook, Robert Lewis, Jr.
Hopkins, George David
Horrocks, Glenn King
Houston, Susan Singleton
Howard, Deborah Ann
Howard, Nelson



Howlette, Eric Michael
Hudson, Michael Jay
Humphries, Pamela Ellyn
Hundley, George Lee, Jr.
Hunt, Herbert Alan Kuhn
Hunt, Jeffrey Paul
Hurter, Raymond William, Jr.



Hux, Douglas Raymond
Hyatt, Karen Louise
Ihlenburg, John Carl
Inscow, Susan Ann
Jackson, Janet
Jackson, William Logan
Jarambek, Jerry John



Jenkins, Carol J.
Johnson, Clifford Joseph, III
Johnson, Daniel Smith
Johnson, Edward McAdam
Johnson, Gary Joe
Johnson, Larry Wayne
Johnson, Linda Marie



Johnson, Richard Bowman
Jones, Deborah Ann
Jones, Lorna Diane
Jones, Thomas Leon
Joseph, Michael Francis
Julian, Philip Wayne
Kale, Cathey Rae



Keller, Ted Steven
Kelly, Wilbert Earl
Kemper, Ruth Elizabeth
Keppler, Karen Sae
Kirk, Walter Charles
Kiser, Jeffrey Stephen
Klinger, Donald Robert





Komondorea, Steve
Koons, Pryor Eddy
Kozak, Frederick Richard
Kraft, Michael Ray
Kubik, Judith Ann
Ledford, Randall Delane
Leonard, Ralph Lindsay

Lester, George Williamson
Lester, James Philip
Lewis, Catherine Ann
Lewis, Richard Merritt
Linde, Warren Harwood, Jr.
Linder, Carol
Littlejohn, Roger William

Livingstone, Janis Ann
Lockhart, William Gilbert
Logue, Everett Eugene
London, Lois Lougenia
Loucks, Craig
Lounsbury, Tracy McKnight, III
Lynch, Gwynne Louise

McCanley, William Roger
McCormack, Cary Dean
McCraw, Beverly Louise
McFall, Steven Patrick
McGee, Michael Dale
McHenry, Patrick Kenneth
McKoy, Gerald Thorne

FRESHMEN

McManus, Rober Traxler, Jr.
McMillan, Frances Elizabeth
Mabee, Douglas Mather
Major, Charles S., II
Mand, Brian Sheldon
Marth, Paul Edward
Martin, Thomas Michael



Mattson, Linda Ann
Medford, Houck McRae
Mickle, Samuel Russell
Miller, Donald Thomas
Miller, George Richard
Miller, John Alexander
Minor, Rebecca Vickory



Mitchell, Charlotte Ann
Mitchell, John Foster
Mitchell, Margaret Trotter
Mock, Paula Jane
Moltu, Ann
Monahan, William Arthur
Monro, Jane Eleanor



Montague, Robert Carroll, Jr.
Moore, Jacquelyn Elizabeth
Moser, Patricia Jean
Moore, Rebecca Thompson
Moose, Richard Lee
Morgan, Charles Francis
Morgan, William Clayton, Jr.



Moser, Roger Lewis
Moyer, Alex Jean
Mundorf, George Fredic
Mull, John Ray
Myers, Carol Annette
Nagy, Theresa Elizabeth
Nanney, Mary Ellen



Neal, Robert Irving
Nesbitt, John Archie, II
Newton, Susan Lynn
Nielsen, Charles Hart
Norfleet, David Allen
Norman, Carolyn Sue
Northrup, James Bryan



Norwood, Frances Ann
Odom, Houston, Jr.
Oibert, Scott Mason
Oldani, France
Oliver, Catherine Ann
Olson, Robert Bernand
Omalia, Michael James



O'neal, Retho Jo
Orenczak, John
Oswald, Richard James
Ovestrud, Dana Anne
Oviatt, Stephen Vinson
Palmer, Ted Randolph
Parham, David Wallace



Parker, William Thomas, III
Patterson, Allen Hobson, Jr.
Patton, Sharon Sue
Payne, Rhonda Edwards
Peregoy, Heidi Susan
Perry, David Andrew
Phelan, Michael Joseph



Pierce, Carl Preston, III
Pipines, Mary Ellen
Pittner, Melanie Mary-Love
Pizzi, John Preston
Plummer, Kenneth R.
Poole, Marjorie Elizabeth
Poovey, Darrell Wayne



Pope, Michael Correll
Pouliot, Stuart Harland
Powell, Eugene
Powell, Robert Henry
Pratt, Hilda Katherine
Pratt, William J.
Prevatte, Jill Exine





Prim, Clinton, G., Jr.
 Primm, Rebecca Anne
 Prybylo, Thomas Martin
 Pyle, John Thomas
 Query, Walter Nesbit
 Quinn, Jeanette Ray
 Raines, Laura Frances

Rainey, Steven Knight
 Ramsing, Mark Utke
 Rankart, Gordon John
 Rapela, Maria Ines
 Rhyne, Pamela Lynn
 Rice, Robert Patterson
 Roach, John Grover, III

Roberson, Steven Henry
 Roberts, Franklin Bernard
 Robinson, Frank D.
 Rockafellow, Glenn Richard
 Rose, Charles David
 Roseman, Ernest Darwin
 Rosser, John Fletcher, Jr.

Rucker, William Allen, II
 Rudasill, Smith Johnston, III
 Rude, Thomas Calvert
 Rugaber, Howard Rae
 Russell, Philip Garland
 Rutherford, Mary R
 Sampson, Selwyn

Sanderson, Dixie Carolyn
 Sandlin, Hugh Cox, Jr.
 Sandridge, Steven Lloyd
 Saum, Richard Lee
 Sayer, William Stockton
 Scearce, Jan Frederic
 Scheiner, Nancy Lynn

FRESHMEN

Schlietett, Victoria Irene
Schmitt, George Frederick, III
Sneider, Carolyn Jean
Schultz, Ann Elizabeth
Selden, Charles Jerry
Seltzer, William Morris
Sengstack, Cheryl Ann

Sfikas, Helen Urania
Shearin, Alice Denise
Shambach, Gary Ray
Sherertz, Robert Jackson
Sibless, Leopolda
Siceloff, David Simeon, III
Siemens, Carol Ann

Simone, Peter John, Jr.
Simpson, Martha Fields
Singleton, Alfred Ray
Smith, Barry Dale
Smith, David Clark, Jr.
Smith, Nancy Virginia
Snedegar, Barbara Lee

Snider, Walter Wyatt
Snyder, Anne Louise
Spainhour, Eugene Sydney
Sparrow, Warren Rew
Spaulding, Dow Maurice
Spragins, Stephen Hughes

Stanfield, Catherine Ann
Stanfield, Jane Carol
Stanley, Patricia Angela
Starr, Brenda Gay
Stetz, Edward Francis
Stevens, Fred Earl
Stone, Perry Gale

Stout, Russell L.
Stovall, Lois Helena
Stone, Martin Leon
Stuart, David
Sullivan, Janice Elizabeth
Sumerel, Richard Haskel
Tabler, Barbara Anne

Tangerose, Suezanne
Tatarski, Louis Edward
Taylor, Gail Andrews
Taylor, Robert Bryan
Terrell, Gerry L.
Terrigno, Gary Allen
Tessnear, Eddie Stuart

Thompson, Jon Dale
Thompson, Mary Anne
Tilley, Beverly Annette
Tolar, Linda Jane
Tompkins, Roger Edward
Toomes, William Howard
Travis, Vaud Ancil, III

Trozzo, William Joseph
Turner, Helen Lee
Tuttle, Marler Slate
Tuza, Louis Gregory
Twiddy, Kenneth Michael
Vaughan, Keith Watson
Vaughn, Randal Tipton

Vaught, William McGaskill
Vernon, Homer Braswell
Vernon, Richard Thomas, Jr.
Vrhovac, Nickie P.
Waite, Chester John
Walker, Steve Calvin
Ward, Martha Jean

Ware, Richard Sayers
Waters, Karen Ann
Watkins, Brenda Yvonne
Weaver, James Albert
Weaver, James Paul
Werts, Margaret Anne
West, Garland Coffery, Jr.





Whicker, Ronald Eugene
Whisler, Robert Daniel, Jr.
White, William Barner
Whittington, Joyce Ann
Wilde, Dina Leigh
Wilder, Linda Dianne
Willett, Thomas Alva

Williams, Davis Earl, III
Williams, Ernest Council
Williams, Steve Barnett
Williamson, William James
Willson, Jeanette Ann
Wilmoth, James Earl
Wilmoth, Charles Monroe

Wilson, June Wren
Wilson, Omega Ray
Windham, George Criston
Winkler, Marshall Albert
Winstead, Margaret Bell
Wolfe, Patricia Joan
Woford, Janis Kay

Wood, Ann Margaret
Woodward, Edwin Bruce
Wrenn, Frank Reece
Wright, Linda Marie
Yarbro, Stanley Keith
Yocum, Sandra Jean
Youngman, Maurice Decker

York, Ted Elden
Zeller, Catherine Gillums
Zola, Mary Ann

GRADUATE STUDENTS

Abarno, Robert Newell
Angel, Glenda Shaffer
Barthold, Angela Rettina
Beavers, Paul Edwin
Belnap, David Dean
Bergen, Rebecca Caroline



Brown, Jeanne Barksdale
Burgess, Oliver Taylor, Jr.
Carter, George Emmitt, Jr.
Cipella, Charles Edwin
Cooper, William Copeland
Craig, Jimmy Lewis



Cunningham, Carolyn Fuller
Darnell, Alice Elizabeth
Evans, Austine Odum
Fishel, Marcia Ann
Foy, Phyllis Ann
Gangwer, Thomas Edgar



Giles, Harold Frazee
Grumbles, Lynn Carol
Hadden, Edward Leal, Jr.
Hamilton, Jon Jay
Hamrick, Martha Rose
Hitchner, Elinor Vera



Holoman, William Dunning
Homer, Judith Lee
Johnson, Gary Curtis
Krieger, Marvin
Kwok, Marion Yanf
Leon, Philip Wheeler



Louden, Mary Lois
Maier, Elaine Christine
Marsh, William Martin
Matthews, Kenneth Gray
McKinney, Jane McCown
Moore, Mary Louise



Nail, Rebecca Ann
Newsom, Susie Sharp
Olmsted, Jane Mandeville
Parrish, David Joe
Peffer, Mary Cecelia
Roderiquez, Joseph Anthony



Rohrer, Grace Jemisoo
Rouzie, Miriam S.
Ruder, Ruth A.
Srivastava, Akhauri Ratish Nandan
Sout, Anna Louise
Sutton, Virginia Ann



Templeton, William K.
Tse, Ping Kwan
Whealy, Mervin Blythe
Wickliff, Noble Ervin
Wilkinson, Wyndham Lee
Williams, Marshall Ward



LAW STUDENTS

3RD YEAR



Brumley, Sherman Ray
Brumsey, William, III
Cardwell, Vernon Elliot
Corbett, Albert Anderson, Jr.
Crumpler, Amos Gilmore, Jr.



Daniel, Steven Talmace, Jr.
Dill, Green Redmond, Jr.
Dillard, James Clyde
Dean, Joseph Wayne
Elkins, Don Howard
Ezzell, William David



Feeman, Robert Walker
Feerick, Richard Thacher
Fleming, Robert Fuller
Guice, Zoro Joseph, Jr.
Hanner, Robert Pleasant, II
Hayes, Gerald Wilton, Jr.



Head, Allan Bruce
Hise, Lloyd, Jr.
Kinnaird, Paul McKee, Jr.
Leggett, B. Bradford, Jr.
Liner, David Vernon



Martin, Andrew Stephen
Mattocks, Noland Randolph, Jr.
McClymonds, Robert Clyde
McKinney, John Thomas, Jr.
McNeill, Robert Hayes, III
Miller, Glenn David



Nicola, Ronald Dennis
Pail, Norvert John
Shore, Henry Bascom
Thornton, Thoms Spruill
Tilghman, Carl Lewis



Tornow, Winston McNair
Walker, Russell Grady, Jr.
Weeks, Sandy Nelson
Whitehurst, Samuel Lathan
Williams, W. Fred

2ND YEAR



Bell, Carl Edward
Bennett, Raymond Terry
Braswell, Ronald Gene
Farmer, Leslie Benton
Forbis, Clinton Sherman, Jr.



Galloway, Mark Ellis
Goodman, Rodney Renus, Jr.
Gordon, Lawrence Gilmore, Jr.
Gordon, Richard Stewart
Gregory, Edgar Bernard
Helder, Jake Carson

LAW STUDENTS

Howard, Malcolm Jones
Hudson, Howard Vinson
Keith, Thomas Jeffrey
Lewis, Fred E., III
Lindsay, Roscoe, Jr.
Marshall, William Ernest



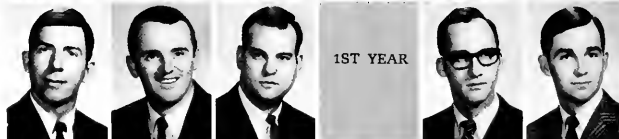
McIntyre, Charlie Smith
Meck, William Lester, II
Nolan, William Joseph, III
Odom, Robert Wayne
Price, Ronald Martin
Schultz, Ghester Gitt



Shervette, Lucie Geraldine
Snow, John Joyner
Snyder, James Eugene, Jr.
Stephens, Robert Clifton, Jr.
VonCannon, Donald Milton
Williams, James Samuel



Wilson, James Lynwood
Wilson, William E.
Wolfe, John George, III
Billingsley, Carlton Coleman, Jr.
Brantley, Jerry Lane



Britt, Donald Elmore, Jr.
Buckhalt, Kenney Shepard, Jr.
Byrd, Jones Pharr
Cheatwood, Philip Hoyt
Colvard, Howard Charles, Jr.
Convery, Vincent John, Jr.



Doster, Harold Clyde
Ellis, Kenneth Robert
Ewell, Stephen
Gorham, James Samuel, III
Grant, Wesley Bennett
Herring, Buddy O. H.



Jordan, Gray Don Miller
Loftis, William Randolph
McElwee, William Henry
Morgan, Warren Bickett, Jr.
Nicholson, James Hazzet, Jr.
Potter, James Reid



Simons, Claude Ernest, Jr.
Smithwick, Gary Steven
Switzer, James Edward
Terranova, Patrick V.
Task, Gary Bunting
Wynne, Donald Edwin





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A

ARSENAULT, HARRY ALBERT: Stamford, Conn.; German; Phi Mu Alpha Sinfonia; Marching and Concert Bands (1-4); Dance Band (1-4); Orchestra 3.
 ABERNETHY, DAN EDWARD: Raleigh; Business; Alpha Phi Omega.
 ABERNETHY, DAVID PRESTON, JR.: Kinston; Psychology; Potat House, Lt. Governor 2, Senator 3, Governor 4; College Union, Fine Arts Co-chairman; W.F.U. Overseas Centre for Area Studies and Research; Circle K; Men's Residence Council Executive Committee; College Choir and Touring Choir, President 4.
 ADAMS, BRENTON DOUGLAS: Dunn; History.
 AIKEN, JEFFERSON BOONE, III: Florence, S.C.; History; Kappa Sigma, Vice President, Secretary; Interfraternity Council, President.
 ALEXANDER, CHARLES JACKSON: Winston-Salem; Psychology; Potat House, President 1, Governor 2; Vice President of Men's Residence Council 3; Legislator 1; Orientation Chairman 4; Circle K (1,2); Intramural Football (1-4), Basketball (1-4), Softball (1-4); CHALLENGE '67, financial committee, CHALLENGE '69; Hankin's Scholar.
 ALLEN, CHARLES ROGER, Winston-Salem; Sociology; Potat House, Senator.
 AMEEN, WILLIAM OTIS, JR.: Jamestown; German; Delta Phi Alpha; Old Gold and Black 1.
 ANDERSON, DAVID SCOTT: Thomasville; Chemistry; Alpha Phi Omega; Alpha Epsilon Delta, second Vice President 4; Gamma Sigma Epsilon, President 4; Delta Phi Alpha (3,4); YRC (1,2).
 ANDREWS, LAURA RITA: Boiling Springs; Economics; Gardner-Webb (1,2).
 ANDREWS, WILLIAM HILL: Wallace; Economics.
 ANDRUS, MARTHA WILLOIS: Winston-Salem; Sociology; Camcos, President; College Band; National Collegiate Players; W.F.U. Theatre.
 ARMSTRONG, ROBERT HOWARD, JR.: Concord; History.
 ASHCRAFT, DAVID B.: South Charleston, W. Va.; Mathematics; Theta Chi; Varsity Tennis Team; Graduation Marshall; Senior Class Treasurer.

B

BAUCOM, PHILLIP LOUIE: Concord; History; College Union Small Socials Committee.
 BAXTER, GREGORY STEPHEN: Long Branch, N.J.; Business; Delta Sigma Pi; BSSA, Secretary; YRC; Wesley Foundation.
 BEACH, CLARENCE MAYNARD: Eden; Business; Delta Sigma Pi, Alumni Chairman, editor of alumni magazine.
 BECK, CHARLES LINDSAY: High Point; Psychology.
 BECK, ELIZABETH ANN: Lexington; Mathematics.
 BECK, RICHARD CARLIE: Lexington; Business; Kappa Sigma; Football manager.
 BELCHIE, JOHN WILLIAM: Bluefield, W. Va.; Biology; Sigma Pi; Interfraternity Council.
 BELL, THOMAS ALEXANDER, JR.: Raleigh; Biology; Pi Kappa Alpha, President.
 BELOW, EDWIN G.: South Hartsell, Me.; Mathematics; Alpha Phi Omega, second Vice President (3,4); Kappa Mu Epsilon; Student Organ Guild; Senior Class Representative; BSU.
 BERKOW, GEORGE CHEYNE: Rolling Hills Est., Calif.; History; Kappa Sigma, Interfraternity Council.
 BERRY, THOMAS F.: Emmaus, Pa.; History; Sigma Phi Epsilon, Chaplain 4; Baseball team (2-4).
 BERWIND, JOHN CHRISTOPHER, JR.: West Islip, N.Y.; History; Sigma Phi Epsilon; Freshman Basketball; YRC; Phi Alpha Theta; CHALLENGE '65 and CHALLENGE '69; Interdisciplinary Honors.
 BEST, JIM E., Jr.: Greensboro; Speech; Sigma Pi; Radio.
 BIGELOW, THOMAS FREDERICK, JR.: E. Grand Rapids, Mich.; History; Kappa Sigma; Men's Judicial Board; Baseball; Vice President of Sophomore Class.
 BILES, LINDSEY SCOTT: Newport News, Va.; Psychology; Eta Sigma Phi; College Union Publicity Committee.

BINGHAM, EVELYN ANNE: Lexington; Sociology; Fideles, Treasurer; Cheerleader; Tassels; Vice President of Senior Class; Treasurer of Junior Class; Secretary of Sophomore Class; Girls' Tennis Team; Junior Advisor.
 BISHOP, JAMES WALLACE: Roanoke, Va.; Physics; Monogram Club.
 BIVENS, LUTHER BROWN: Atlanta, Ga.; English; Kappa Sigma.
 BLACKWELDER, JAMES M.: Winnsboro, S.C.; Business.
 BLACKWOOD, STEPHEN ALEXANDER: Greensboro; History; Sigma Chi.
 BLANCHARD, WILLARD JACKSON, JR.: Salemburg; Education; Sigma Pi, Athletic Chairman; President of SNEA; Assistant Intramural Director.
 BLAND, JOHN BROCKMAN: Silver Spring, Md.; Mathematics.
 BLYTHE, JOSEPH EDWARD: Richmond, Va.; Economics; Delta Sigma Phi.
 BOGER, JENNIE LYNN: Concord; Speech; Cameos (2,3); Orientation Committee (2-4); Secretary of Junior Class; Senior Legislator; BSU (1-4); College Theatre (2-4); National Collegiate Players (2-4); Officer (3,4); WFDD Radio Station (2,3); YDC (1-4); International Club (2,3); Eta Sigma Phi (3,4); College Union Travel Committee (1-3).
 BONDURANT, JOHN BENTHAL: Towson, Mo.; Economics; Sigma Chi.
 BONNE, DEBORAH: Roncerverte, West Va.; Psychology; Laurels (3,4); YRC 1; Dance Club (1-3).
 BOST, NANCY CAROL: Hickory; Psychology; Strings; Freshman Cheerleader; Varsity Cheerleader (1-4); Homecoming Queen; Who's Who.
 BOTTOMS, JERRIE SNOW: Pfafftown; Mathematics; Kappa Mu Epsilon.
 BOWEN, CAROL ANN: Greensboro; English; SOPH; Tassels; WGA; Who's Who.
 BOWERS, THOMAS EGERTON: Alexandria, Va.; Business; Delta Sigma Pi; Swimming Team; Rifle Team; Kitchen House Vice President.
 BOWKER, JANET ELAINE: Bethesda, Md.; Psychology; Laurels (2-4); Photographer 3, Scribe 4; Tassels; WGA, Sophomore class representative, Secretary 3; Commencement Marshal 3; Phi Sigma Iota (3,4); Howler (1-4); Organization Co-Editor 2, Classes Editor 3.
 BOWMAN, SHARON LEE: Hickory; Spanish.
 BRADSHAW, DAVID L.: N. Providence, R.I.; Psychology.
 BRASWELL, LINDA JEAN: Monroe; Psychology; Les Soeurs (2-4), Phi Sigma Iota (3,4); BSU (1,2).
 BRAZIL, BARBARA JANE: Potomac, Md.; Psychology; Fideles (1-4); WGA, Freshman Representative, Treasurer 2; Student Legislature 3; Howler (1-4); Associate Editor-in-Chief 4; Tassels; Orientation Leader (2,3); Who's Who.
 BREAZEAL, RAMSAY DOYLE: Asheville; Biology; Pi Kappa Alpha, Vice President, Treasurer.
 BREWER, COY ESTRES: Fayetteville; History; Pi Kappa Alpha; Vice President of Interfraternity Council.
 BRISBOIS, DOUGLAS ROBINS: Winston-Salem; Business; Delta Sigma Pi; Representative to BSSA.
 BROWN, REGINALD ALLEN: Allendale, N.J.; History.
 BRUTON, VINTON CARR, III: Mt. Gilead; Business; Delta Sigma Pi; Football Manager (3,4).
 BURNS, STEPHEN RICHARD: Kingsport, Tenn.; Biology; Sigma Chi, Vice President.
 BURRELL, BETSY DEAN: Salisbury; Psychology; SOPH; Interfraternity Council; Howler; Eta Sigma Phi.
 BURTON, DAVID LEE: Atlanta, Ga.; Business; Sigma Pi, Secretary 3, Alumni Chairman 4; Varsity Rifle Team (1-4); Pershing Rifles (1-4).
 BURTON, REBECCA W.: Charlotte; Physical Education; Lee Soeurs; P.E. Majors Club (3,4); Band (1-3), Majorette (1,2), Head Majorette 3; WRA (1-4).
 BUSEY, SARA FORDWOOD: Manassas, Va.; English; Hall Counselor 2; Choir (2-4).
 BUTLER, JAMES IRVIN: Reidsville; Psychology.
 BUTTS, JAMES A.: South Hill, Va.; History.

C

CALLAWAY, BAXTER MOORE: Atlanta, Ga.; History; MRC (1-4); YRC (1-4); Secretary (3-4); Circle K (3-4); Student Government School Spirit Committee (3-4); College Union Publicity Committee (3-4); Student Traffic Appeals Board (3-4).
 CAMPBELL, DANIEL STANCLIFF: Rockingham; Speech.
 CARTER, LINDA SUE; Madison; English; *Editor of Old Gold and Black*; Tassels; Carswell Scholar; President of University Publications Board; Commencement Marshal; Orientation Adviser; Who's Who.
 CARVER, JAMES LEE, II; Durham; Economics; Vice President of Junior Class; Vice President of Student Body; Distinguished Military Student; Scabbard and Blade; College Union Lecture Committee; Who's Who.
 CASE, RITA ELLEN; Hendersonville; Speech; National Collegiate Players; WFU Theatre Players.
 CASE, THOMAS R., JR.; Mayodan; English; College Theater; WFU Theatre Players; Leadership Summit Conference.
 CATON, LAURA ELIZABETH; Asheboro; Mathematics; Kappa Mu Epsilon.
 CAUSBY, JOE TOMMY, JR.; Winston-Salem; History.
 CHAPMAN, WILLIAM FRED; Kannapolis; Business.
 CHITTY, THOMAS DURAN, JR.; Murfreesboro; Sociology.
 CHOW, PETER, Kowloon, Hong Kong; Chemistry.
 CLARK, JANET LOUISE; Houston, Texas; French; International Club; College Union; YRC; Experiment In Self-Reliance.
 CLARK, WILLIAM EARL; New Bern; Psychology.
 CLINE, TERRI KATHRYN; Salisbury; History; Fideles; President; ISC; College Union Committee; Orientation Counselor.
 COBLE, PAUL MITCHELL; Burlington; Mathematics; Howler, Copy Editor 2, Assistance Editor 3, Managing Editor 4; Omicron Delta Kappa 3, Secretary 4; Kappa Mu Epsilon (2,3), President 4; Hankins Scholar; Carswell Scholar; Woodrow Wilson Nominee; Danforth Fellowship Nominee; Orientation Committee 4; Who's Who.
 COFFEY, RALPH ANSON; Salisbury; Biology.
 COLEMAN, DAVID LEE; Tabor City; History.
 COOPER, EDWARD B., JR.; Pageland, S.C.; Mathematics; Kappa Mu Epsilon; MRC.
 COVINGTON, CHARLES GRAYSON; Thomasville; History.
 COX, NANCY REEVES; Spartanburg, S.C.; French; Delta Phi Alpha; Howler 4.
 CRAWFORD, KATHERINE DAVIS WOOLLEY; Winston-Salem; Mathematics; Kappa Mu Epsilon.
 CREAMY, EDITH JANE; Raleigh; Mathematics.
 CROSS, DONALD CHRISTOPHER; West Bridgewater, Mass.; Political Science.
 CRUM, HERBERT DIXON; Charlotte; History; Lambda Chi Alpha.
 CULBRETH, KENNETH LEN; Fayetteville; Biology; Kappa Sigma.

D

DANCY, RUSSELL EDWIN; North Wilkesboro; History.
 DAVIS, JAMES RANDOL; Warrenton; History; College Union Lecture Committee; YDC; Touring Choir (1, 3, 4); Chapel Choir; International Club 1.
 DAVIS, JULIE ANN; Nashville, Tenn.; Psychology; Fideles (1-4), Social Chairman 2, Pledge Trainer 3; Freshman Representative to Magnolia Court; Orientation 2; Cheerleader (1-4); Homecoming Queen 2; Kappa Sigma Sweetheart 4.
 DAVIS, SARAH MARGARETTE; Johnson City, Tenn.; Music; Tassels; Chapel Choir; Vice President, Touring Choir; SOPH; Song Leader; Who's Who.
 DAY, CALDWELL, N.; Winston-Salem; History.
 DENTON, THOMAS MILLARD; Clinton; History; Phi Alpha Theta; Poteat House Senate.
 DICKENS, ROBERT NEWTON; Mt. Gilead; Mathematics; Football Manager (3-4).
 DICKERSON, JERRY LEE; Glen Allen, Va.; Religion; Alpha Phi Omega.
 DICKINSON, THOMAS SHIRLEY; Newport News, Va.; History.
 DOLINGER, STEPHEN D.; Washington, D.C.; Business; Theta Chi; Alpha Kappa Psi.
 DONALSON, FRANKLIN PIERCE, JR.; Springfield, Va.; Music; Alpha Phi Omega; Swimming Team Manager; WFDD; Band, Vice President 4.
 DOWD, SHARYN ECHOLS; Rome, Ga.; Music; Delta Phi Alpha; BSU.
 DUCK, ROSALIND JEANNE; Mars Hill; English; Strings.
 DUVAL, ROBERT CLARKE; Richmond, Va.; Chemistry; Cross-Country Team (1-4); Track Team (1,2,4); Monogram Club (2-4); Gamma Sigma Epsilon; Poteat House Senator; Chairman of Poteat House Judicial Board.

E

EARLY, MIRIAM ELIZABETH; Greensboro; History; SOPH; Treasurer of ISC; SNEA; Phi Alpha Theta.
 EAVES, FRED SMYRL, JR.; Concord; History; Kappa Sigma; Phi Alpha Theta 4; Theater.
 EDENS, JOSEPH PIERCE; Hickory; English; Sigma Phi Epsilon; WFU Theater.
 EDMOND, FOY M.; South Hill, Va.; English; Strings, Treasurer 3, President 4.
 EDWARDS, SANDRA LEE; Newnan, Ga.; Psychology; Honor Council (1-4), Laurels (1-4); WGA President 4; Dorm President 3; Who's Who.
 ELIASON, WILLIAM A.; Charlotte; Political Science; Sigma Pi, Rush Chairman; Interfraternity Council; Scabbard and Blade; Pershing Rifles; Varsity Rifle Team.
 ELLEDGE, CARL RAY; North Wilkesboro; Religion.
 ELLEDGE, CAROL FAYE; North Wilkesboro; English.
 ELLIS, JOHN CLYDE JR.; Lumberton; History; Men's Judicial Board (3-4); Senator Poteat House 4; Pershing Rifles 1.
 ERVIN, BOBBY JAY; Salisbury; History; Alpha Phi Omega; Pershing Rifles (3-4); Howler Photographer 4; *Old Gold and Black* Photographer 4; Band (1-4); College Union (1,2); Legislature 1; BSU (1-3); Orientation Committee 2; YRC (1,2).

F

FARLEY, DONNA RAE; Bluefield, W. Va.; English; Gardner Webb Junior College (1,2), Who's Who in American Junior Colleges, Homecoming candidate, President of Freshman Class; President of Sophomore Class; Phi Theta Kappa; Miss Maritimer of 1968.
 FARTHING, HARRIET GILLESPIE; Raleigh; Political Science; SOPH.
 FASNACHT, BRENDA LEE; Charlotte; English; Fideles; Legislator (2,3); Orientation Leader 2.
 FERRELL, ROBERT LEE, JR.; Greensboro; Psychology; Alpha Phi Omega; BSU (1-4), President 4; YRC (1-4), Secretary 1, Vice President 3; Honor Council 2; Kitchen House Governor 2; College Union (3-4); Legislator 4; African Student Program Chairman 4; BPOC (2-4); Orientation Committee (2-4).
 FIELDS, CHARLANNE; Greensboro; French; SOPH; Touring Choir (3-4); BSU Council; Madrigal Singers (2,3).
 FINDT, WILLIAM CHARLES, III; Statesville; History.
 FINK, CATHY EDINGER; Winston-Salem; Business; Beta Gamma Sigma.
 FLAGLER, FREDERICK JAMES, III; Winston-Salem; History; Theta Chi, Alumni Secretary 4; Interfraternity Council (1-3).
 FOGLEMAN, JEAN ADAIR; Winston-Salem; Psychology; SOPH.
 FOSTER, HOWARD DAVIS; Winston-Salem; Latin; WFDD Radio, Announcer and music director.
 FOX, JANET ELIZABETH; Winston-Salem; Sociology.
 FREDEKING, ROBERT RICHARD II; Huntington, W. Va.; History; Sigma Chi.
 FULLER, ELAINE T.; Salisbury; English; SOPH; Junior Advisor; WGA House President 4; Honor Council (3,4), Secretary 4; Howler (1,2).
 FURCURSON, JOSEPHINE TUCKER; Plymouth; Physical Education; WRA; P.E. Majors Club, Sec.-Treas.

G

GARNETT, WILLIAM ALLAN; Malvern, Pa.; Economics; Theta Chi, Treasurer; Alpha Kappa Psi.
 GASAWAY, PHILIP WARREN; Silver Spring, Md.; History; Sigma Chi.
 CASQUE, DAVID CHARLES; Winston-Salem; English; Alpha Phi Omega, President 4; Chaplain 3; Assistant to the Director of the University Bands (1-4).
 GENTRY, DWIGHT L.; Hyattsville, Md.; History; Sigma Phi Epsilon; Deacon 2; Cheerleaders (3-4); WFDD (2,3); Theater 1.
 GEORGE, CHARLES PETER, JR.; Brunswick, Ga.; Speech; Football, Monogram Club.
 GLENDENING, DALE DEAN, JR.; Fayetteville; History; Kappa Mu Epsilon; Phi Alpha Theta; Sigma Iota Phi; Scabbard and Blade; Pershing Rifles; Graduation Marshal; Who's Who.
 GOLD, MILTON E., JR.; Cherryville; Political Science; Theta Chi; Pfeiffer College (1,2); YRC.
 GOSSETT, GLORIA SHEILA; Murphy; Mathematics; Kappa Mu Epsilon.
 GOTTSCHALK, KURT PETER; Ridgewood, N.J.; Economics; Delta Sigma Phi; Studied Abroad in Brussels; Interdisciplinary Studies Program, British Honduras.
 GOUGH, JOHN BEWICK; Charlotte; Chemistry.

GRADY, JOHN PAYNE; New Bern; Chemistry; Hankins Scholar.
 GRAVES, CHERYL PATRICIA; Alexandria, Va.; English; SOPH (1-4); Eta Sigma Phi (2-4); Challenge '67; Commencement Marshal 3.
 GREEN, DAVID CLINARD; Mount Airy; History; International Club, Chairman of Membership and Orientation Committees; BSU (1-4).
 GREENE, REBECCA JANE; Stokesdale; Political Science.
 GREENE, SHIRLEY JANNETTE; Salisbury; Biology; WGA President in summer session of '68; College Union; William Louis Poteat Scholarship.
 GREGORY, ROBERT DENTON; Asheville; Psychology.
 GRIGGS, VALJEAN GUYNITIA; Winston-Salem; English; Legislator 4.
 GRIM, MICHAEL BRUCE; Bluefield, Va.; History; Alpha Phi Omega; Wesley Foundation (1,2).
 GROEHMAL, DAVID MICHAEL; Virginia Beach, Va.; Business; Pi Kappa Alpha; Track and Cross-Country.
 GROOMS, FERRIS LINEAU, JR.; Clinton; Psychology; Sigma Pi, Social Chairman 4; Rush Chairman 3; Varsity Rifle Team (2,3).
 GROVE, GEORGE WELLER, JR.; Hickory; Music; Sigma Phi Epsilon; Marching and Concert Bands (1-4). President 4.
 GUNTER, MICHAEL DONWELL; Gastonia; History; Kappa Sigma, President 4; Eta Sigma Phi 4; Phi Alpha Theta (3,4); CHALLENGE '67 and CHALLENGE '69; Commencement Marshal; Orientation (2-4); College Union (1,2); Student Government, Treasurer of Student Body 4, President of Sophomore Class; Who's Who.

H

HAGER, MARY LYNN; Alexis; Music; Phi Sigma Iota.
 HAHN, CAROLYN SUSAN; Bethesda Md.; Psychology; SOPH, Social Chairman 3, Rush Chairman 4; Choir (1-4); Madrigal Singers.
 HALSTAD, GLORIA JEAN; High Point; History; Cameos (1-3); Phi Alpha Theta (3,4). President 4; WGA Social Functions Committee 1; College Union Small Socials Committee (1-3); Hankins Scholar.
 HALVORSON, LLOYD ERIC; McLean, Va.; Biology; Theta Chi; Football (1-4); Beta Beta Beta; Alpha Epsilon Delta; Monogram Club; Who's Who.
 HAMBRECHT, ROBERT MCCLURE; Rochester, Mich.; English; Sigma Chi.
 HAMBRIK, LARRY NICHOLAS; Baltimore, Md.; Physics; Kappa Alpha; Kappa Mu Epsilon; Football, Monogram Club.
 HANAUER, BARBARA ROSS; Riverside, Calif.; Religion; BSU, Mission Committee (2,3), Executive Council Sec.-Treas. 4; Capers, second Lt. Training Officer 3; German Club Program Chairman 3.
 HANSEN, IRIS PATRICIA; Arlington, Va.; Mathematics; Strings; Kappa Mu Epsilon.
 HARDEMAN, DONALD WATSON, JR.; Orlando, Fla.; History; Distinguished Military Student; Scabbard and Blade.
 HARDIN, CHARLES V.; Winston-Salem; Chemistry; Gamma Sigma Epsilon; Howler (1,2), Sports Editor 2; NCAS Research 4.
 HARRAH, MICHAEL FLOYD; Fairmont; Biology; Beta Beta Beta; Eta Sigma Phi; Alpha Epsilon Delta, President 4.
 HARRIS, MARY ARDEN; Charlotte; English; Strings, Vice President; Old Gold and Black.
 HARRIS, ROBERT ALLEN, JR.; Matoaca, Va.; Physical Education; Baseball (1-4); Fellowship of Christian Athletes (2-4), Vice President (3,4); Monogram Club (2-4), Treasurer 4; Phi Epsilon Kappa (3,4), President 4.
 HARWARD, SUSAN WAUGH; Merritt Island, Fla.; French; Fideles; ISC 2; CCUN New York 1.
 HATHAWAY, ROBERT MORSE, JR.; Richmond, Va.; History; Theta Chi, Alumni Secretary 3, Recording Secretary 4; SAM 4; Old Gold and Black (1,2).
 HAVILAND, SUSAN PARRISH; Kernersville; English; Student Handbook 2; Freshman Orientation Committee 4.
 HEFNER, RHONDA LYNN; Franklinton; Spanish; Fideles.
 HEDRICK, WAYNE ROBERT; Hampton, Va.; Physics; Kappa Mu Epsilon; American Institute of Physics; MRC, Treasurer of Kitchen 3, Senator of Kitchen 4.
 HEIBERGER, PETER CHARLES; Princeton, N.J.; Psychology; Lambda Chi Alpha; Freshman Basketball.
 HEIDCARD, CHARLES DIEDERICH; Boca Raton, Fla.; History; Kappa Alpha, Rush Chairman 3, Parliamentarian 4; Interfraternity Council, Treasurer 4; Old Gold and Black, Business Manager 3.

HEITMAN, WILLIAM HARRISON; Willow Grove, Pa.; Business; Sigma Phi Epsilon; Baseball (1-4).
 HELSCHER, DAVID C.; Arlington, Va.; History; Pi Kappa Alpha, Secretary; Freshman and Varsity Tennis.
 HENPHILL, JAMES LOWELL; Boone; Political Science.
 HENRIC, JERRY RAY; Dobson; Mathematics; Alpha Epsilon Delta; Kappa Mu Epsilon.
 HICKMAN, THOMAS NELSON; Enfield; Physical Education; Phi Epsilon Kappa; MRC, Central Council; Soccer Club.
 HIGH, BRENDA LOUISE; Gastonia; Sociology; Graduate with Honors.
 HOEY, CONSTANCE JANE; Columbia, Md.; Sociology; Eta Sigma Phi; College Union Publicity Committee.
 HOLBROOK, JOSEPH SAMUEL, JR.; Statesville; Business; MRC, Central Council 4; Circle K (3,4); Student Government Speaker's Bureau (3,4); Pershing Rifles 1; YRC (1-4); President 4.
 HOMAN, WILLIAM NORMAN; Swedesboro, N.J.; History; Vice President of Freshman Class; Legislator 2; Circle K 2; Chairman SAM 3; Camp Hanes Summit Conference 3; Chairman of Student Facilities Committee 3; Chairman of Student Telephone Commission.
 HOOD, JAMES BOYD, JR.; Huntersville; Marketing; Sigma Phi Epsilon, Chaplain 3; Parliamentarian 4; YRC 4; Orientation Leader 3.
 HORTON, JIMMY L.; Fancy Gap, Va.; Business; Wesley Foundation; College Union.
 HOUGH, WILLIAM AMOS, III; Huntersville; Biology; Alpha Epsilon Delta (2-4); Beta Beta Beta (2-4); Phi Sigma Iota 4; YDC (1-4).
 HONEYCUTT, JOE ROBINSON, JR.; Kannapolis; Business; Delta Sigma Phi.
 HONEYCUTT, MYRNA CHERYL; Locust; English; Chapel Choir 4; Touring Choir 3; WFDD 2.
 HONEYCUTT, SUSAN ALICE; Mooresville; History.
 HONEYCUTT, SUSAN LEWIS; Kannapolis; English; Strings.
 HOPKINS, ELWYN NEAZEY; Alexandria, Va.; History; Kappa Alpha; Pershing Rifles.
 HOPPER, JOHN ALAN; Dewitt, N.Y.; History; Sigma Phi Epsilon; Freshman Basketball.
 HORNE, JASPER WHITE; Pleasant Garden; Psychology; MRC Central Council.
 HOWARD, SUSAN MEREDITH; Gastonia; Mathematics; Laurels; Interscholastic Council (2,3), President 4; Chapel Choir (1-4).
 HUMPHREY, JEAN SYKES; Burlington; Spanish; Cameos; SNEA.
 HUMPHRIES, BRUCE ALAN; Ft. Washington, Pa.; Chemistry; Sigma Phi Epsilon; Gamma Sigma Epsilon.
 HUNT, PATRICIA SUE; High Point; Sociology; Laurels.
 HUTCHESON, JACK ROBERT, JR.; Rock Hill, S.C.; Biology; Sigma Phi Epsilon, Recording Secretary 4.
 HYND, CHARLTON; Gallatin, Tenn.; English; Madrigal Singers (2-4), Director (3,4); Chapel Choir (2-4); Touring Choir (2,3).

I

IMOSUN, JULIUS ADEBISI; Western Region, Nigeria; Religion; International Club.
 INGE, DANNY AUBREY; Lynchburg, Va.; Business; Delta Sigma Phi; Band (1-4); Fencing Club.
 IVEY, CLARE JEAN; Farmingdale, N.J.; Psychology; Student Magazine; Fideles.

J

JACKSON, DAVID STONE, JR.; Nashville; Biology; Kitchen House Senator (3,4).
 JACOBSEN, ROBERT G.; Hollywood, Fla.; Business; Pi Kappa Alpha.
 JAMES, DAVID EXUM; Bethel; Business; Kappa Sigma; Howler, Business Manager 3, Secretary of Publicity Board 3.
 JAMES, H. GLENN; Norfolk, Va.; Marketing.
 JARDINE, DOUGLAS W.; Bloomfield Hills, Mich.; Business; Sigma Chi.
 JOHNSON, FREDERICK GRAY; Mt. Airy; Latin; Sigma Phi Epsilon, Social Chairman (3,4); Eta Sigma Phi; Marching and Concert Bands 1.
 JOHNSON, JAMES ROBERT; Lynchburg, Va.; Mathematics; Who's Who.
 JOHNSON, LAWRENCE FRED; Lexington; Business; Sigma Phi Epsilon; Military Scholar; Distinguished Military Student.
 JONES, LINDA ELLEN; Atlanta, Ga.; Speech; Strings; Acting Awards; Who's Who.
 JONES, MARK ADDISON; Kersington, Md.; Psychology.

JONES, VIRGINIA ANN; Richmond, Va.; Psychology; WFU Theatre; Phi Sigma Iota; Women's Athletics.
 JORDAN, LINDA FAYE; Elm City; French; Cameos (1-3), Chaplain; BSU (1-4); Chapel Choir (2,3); Madrigal Singers 1.
 JOYCE, JULIA DOBBINS; Yadkinville; English.

K

KANTER, RANDALL NELSON; Trenton, N.J.; Biology; Sigma Phi; Intramurals.
 KEY, BARBARA KAY; Winston-Salem; English; Laurels; Student Government Representative; Eta Sigma Phi.
 KIESSLER, EDWARD FRANK; Livingston, N.J.; Philosophy; Delta Sigma Phi; Baseball 1.
 KIGER, JAN ALLEN; Winston-Salem; History; Phi Alpha Theta (3,4); Secretary; Eta Sigma Phi (3,4).
 KING, EDWARD DAVEY; Richmond, Va.; Biology; Theta Chi.
 KING, WILLIAM BENBOW; Mount Olive; Political Science.
 KIRKLAND, JACK CHARLES, JR.; Augusta, Ga.; Psychology; Pershing Rifles 1; Old Gold and Black 1; Touring Choir (1-3); Patterson Avenue Residence Project 2; BSU (2-4); Choir Director (3,4); Chapel Choir 4; WFDD 4.
 KIRPATRICK, CHARLES EDWARD; Cullowhee; History; Alpha Phi Omega; Pershing Rifles; Delta Phi Alpha; Phi Alpha Theta; Scabbard and Blade; Distinguished Military Student; History Honors.
 KNODE, WAYNE PRESTON; Washington, D.C.; Mathematics; Soccer Team; Theatre.
 KRUPITZER, LINDA RUTH; Camp Springs, Md.; Physical Education; WRA; Women's P.E. Majors Club.

L

LAMBE, WILLIAM HUTCHINS, JR.; Charlotte; History; Kappa Sigma; Business Manager of Old Gold and Black; Honor Council (2-4), Chairman 4; Who's Who.
 LAMBETH, JULIUS HAMILTON; Greensboro; Religion; WFU Theatre; Debate Team 3; BSU (1-3).
 LAROCQUE, GEORGE PAUL; Kinston; Political Science; Pi Kappa Alpha.
 LAUGHRIDGE, WILLIE JAY, III; Gastonia; Physical Education; Baseball (2-4), Second Team All-ACC, MVP Baseball 3; Football (2-4), Honorable Mention All-American, All-ACC; Jasper L. Memory Athletic Challenge Trophy; Senator in Poteat House.
 LEEPER, EMMETT MATTHEW, JR.; Eustis, Fla.; Biology; Sigma Phi, Treasurer 4; Interfraternity Council 2; Freshman Baseball Team; Band (1,2).
 LEMBO, KEITH DOUGLAS; Hawthorne, N.J.; Economics; Sigma Chi.
 LINDNER, CAROL ANN; West Palm Beach, Fla.; Psychology; SOPH; Honor Council.
 LINER, ANTHONY MICHAEL; Durham; History; Pi Kappa Alpha.
 LIVENGOD, WILLIAM DOUGLAS; Winston-Salem; History; Eta Sigma Phi; Phi Alpha Theta.
 LONG, ANNE MARLOW; Charlotte; History; Student Legislator, Freshman Class Secretary; Chapel Choir 1; Hall Counselor.
 LONG, MICHAEL MEREDITH; Linden, N.J.; History; Pi Kappa Alpha; Golf Team.
 LONG, PAUL ERWIN; Roxboro; History; Theta Chi.
 LYNCH, MICHAEL FRED; Winston-Salem; Business; Delta Sigma Phi.

M

McCARTNEY, CHARLES E., JR.; Greensboro; History; Kappa Alpha; Business Manager of The Student 3.
 McCULLOCH, AL T.; Clemmons; Economics.
 MacDERMOT, PRUDENCE ELLEN; Gaithersburg, Md.; Sociology; SOPH.
 McDOWELL, HAROLD CARLYLE; Belmont; Physical Education; Pi Kappa Alpha; Freshman Cheerleader; Varsity Cheerleader 2; Deamon Deacon (3,4).
 MACKIE, JEFFREY T.; Winston-Salem; History; Kappa Sigma, Rush Chairman; Representative to Student Legislature 4; Business Manager of Howler.
 McNEIL, JOHN PAUL; Alexandria, Va.; Psychology; Theta Chi.
 McRAE, ROBERT REDFERN, JR.; Peachland; History; Kitchen House (1-4), Governor 3.
 MacVITTE, RONALD BRUCE; Marietta, Ohio; Mathematics; Theta Chi; Tennis Team; Fellowship of Christian Athletes.
 MAGEE, JANET ALICE; Temple Hills, Md.; Biology; Honor Council 4; Beta Beta Beta.
 MANESS, PHILIP McNEILL; Burlington; Speech; Alpha Phi Omega; Band; WFDD.

MARKHAM, MICHAEL DOVER; Winnsboro, S.C.; Business.
 MARTIN, CASSANDRA JO; Rocky Mount; Mathematics; Fideles, Secretary 3; Kappa Mu Epsilon; Howler (1-4), Section Editor (2,3); Associate Editor 4; Senior Class Secretary; Graduation Marshal.
 MARTIN, JAMES KENNETH; Hillcrest Heights, Md.; Music; Phi Mu Alpha Sinfonia, Historian 3; Publicity 4; Touring Choir (1-4), Vice President 3; Singing Deacs (1,2); WFDD (1-3), News Director (1,2), Music Director 3; MRC, Secretary 3, Academic Co-ordinator 4; Experimental College, Director 4.
 MARTIN, JAMES NELLO, JR.; Virginia Beach, Va.; Biology; Lambda Chi Alpha, Treasurer; Honor Council; President of College Union, Lecture Committee Chairman; Experimental College Instructor; President of Omicron Delta Kappa; Alpha Epsilon Delta; Beta Beta Beta; Who's Who.
 MARTIN, JO ANN; Winston-Salem; Psychology.
 MARTIN, NANCY GRAVLEY; High Point; Religion; Cameos, Treasurer 3; BSU (1,2); Hall Counselor 3.
 MASON, MARK STEPHEN; Washington, D.C.; Biology; Kappa Sigma; Beta Beta Beta; Alpha Epsilon Delta.
 MASTERS, DOUGLAS JOSEPH; Winston-Salem; Psychology.
 MEYER, ANN MARIE; Granite City, Ill.; Business; Laurels (1-4), Secretary 3; Challenge '69, Treasurer; Orientation Committee.
 MILLER, HAROLD D. JR.; Winston-Salem; Psychology.
 MILLER, JAMES ARTHUR; Elkin; Economics; Pershing Rifles; Scabbard and Blade.
 MILLER, ROBERT BRUCE; Canton; Political Science.
 MILLON, THOMAS JACKSON; Oslo, Norway; Biology; Sigma Phi Epsilon.
 MILLS, JESSE LEE, III; Mayodan; Religion; Lambda Chi Alpha.
 MONTGOMERY, CAROLINE STARCK; Northport, N.Y.; Biology; Les Spours; SNEA; Phi Sigma Iota.
 MORGAN, NELDA ANN; Wilkesboro; Music; SOPH; Eta Sigma Phi; Touring Choir; BSU.
 MORGAN, RICHARD EARL; Lexington; Biology.
 MORRIS, HENRY FERGUSON; Pitman, N.J.; Spanish; Delta Sigma Phi; Challenge '69; WFDD; Howler.
 MOYER, THOMAS ROY; York, Pa.; Psychology; Sigma Phi Epsilon; Track Team; Howler.
 MURDOCH, NORMA H.; Macon, Ga.; Psychology; Strings; Challenge '69, Executive Director 4; Experimental College, Director and Founder (3,4); Tassels; Junior Class Legislator; Commencement Marshal; FWAC, Chairman; WGA Functions Committee (2,3); Interdisciplinary Honors; Psychology Honors; Student Government Committee on Academic Affairs, Chairman 3; Howler (1,2); The Student (2,3); Who's Who.
 MURDOCK, ROBERT HUMPHRIES, JR.; New Bern; Music; Student Legislator 1; Treasurer of Freshman Class; Concert and Marching Bands (1-4), Treasurer 3; Stage Band (1-4); BSU (1-4); Phi Mu Alpha Honorary Music Fraternity (2-4), Treasurer (3,4).
 MURPHY, BARRY PHILLIPS; West Chester, Pa.; History; Alpha Sigma Phi, Vice President, President; Baseball.
 MUTTON, THOMAS PAUL; Eustis, Fla.; Chemistry; Delta Sigma Phi.
 MYERS, DARRELL CRAWFORD; Thomasville; Physical Education; Phi Epsilon Kappa.
 MYERS, EDWARD ALBERT; Landisville, Pa.; English.

N

NASSER, RAYMOND T.; Huntington, W. Va.; Economics; Theta Chi; Alpha Kappa Psi; College Union Travel Committee.
 NEAL, DONNA GAIL; Reidsville; Sociology; Eta Sigma Phi; FWAC.
 NODELL, THEODORE A.; Charlotte; History; Kappa Sigma; Honors.
 NIXON, TOMMY DURR; Belmont; English; Band (1-4); Choir 1.
 NORTHINGTON, ANNE HORTON; Winston-Salem; Sociology.

O

OGBURN, MARTY LEE; Winston-Salem; Business.
 ORSER, PAUL NELSON; Winston-Salem; Biology; Sigma Phi Epsilon; Beta Beta Beta.
 OWEN, JAMES G.; Waynesville; Biology.

P

PAGLIARA, KATHLEEN ANN; Wyckoff, N.J.; Spanish; SOPH (2-4), Corresponding Secretary 4; College Union (1,2).
 PAINTER, SANKEY REID; Banner Elk; Physics; Kappa Mu Epsilon.

PARK, MARGARET ANNE; Catonsville, Md.; Spanish; *Old Gold and Black* (1-2); Cameos (1-3); Wesley Foundation (1-3); Secretary 3; Phi Sigma Iota (3,4); Program Chairman 4.

PARKER, JANET CAROLYN; Lexington; Religion.

PARKER, WILLIAM ANDREW; Greensboro; Psychology; MRC, Governor of Poteat House, President of MRC; Omicron Delta Kappa; BSU; WFU Overseas Centre for Study and Research; Who's Who.

PARKS, ROBERT MARTIN; High Point; Chemistry; Gamma Sigma Epsilon.

PARVIN, JOSEPH EDWARD; Williamston; Business.

PATCHEL, KIRK EDGAR; Media, Pa.; History; Theta Chi; Track Team (1,2); WFDD 1.

PATTERSON, WILLIAM SLOAN; Kings Mountain; Psychology; Kappa Alpha.

PATTON, CAROLYN A.; Princeton, N.J.; Sociology.

PATTON, WILLIAM H.; Morganton; Mathematics; Lambda Chi Alpha.

PAULEY, EDWARD O.; Charleston, W. Va.; Biology; Theta Chi; Baseball.

PEARCE, BRONNIE CLIFTON, JR.; Winston-Salem; Economics; Kappa Sigma; Varsity Tennis Team, Most Valuable Player, 2.

PEATROSS, CLARENCE FORD; Winston-Salem; Business; Delta Sigma Pi, Historian 3, Professional Chairman 4; BSSA, President 4; YDC; International Club.

PEELER, BRENDA RUTH; Albemarle; Mathematics.

PENNEL, PEGGY LYNN; Boomer; History; Les Soeurs, Treasurer 2.

PETTERSON, BARBARA ELLEN; Forest City; English.

PETTYJOHN, ROY JAMES; Chattanooga, Tenn.; Mathematics; Theater (2-4); Track 1.

PEZZICOLA, MICHAEL LOUIS; Trenton, N.J.; History; Sigma Phi Epsilon.

PHILLIPS, BARBARA ANN; Portsmouth, Va.; English.

PHILLIPS, HAROLD DONOVAN, JR.; Laurel, Del.; Economics; Sigma Phi Epsilon; Beta Gamma Sigma; Student, Business Manager; Interdisciplinary Honors.

PIERCY, FRED P.; Riverside, N.J.; Psychology; Sigma Phi Epsilon, Athletic Chairman.

PINSON, PAMELA; Williamson, W. Va.; Biology; Les Soeurs.

PLEASANT, GLENN MICHAEL; Fay; Business; Theta Chi.

POE, RANDALL ROY; Kingsport, Tenn.; Biology; Alpha Epsilon Delta; Beta Beta Beta.

PORTER, JOHN ANDREW; Salisbury; Political Science; Lambda Chi Alpha, Alumni Secretary 4; Men's Judicial Board (3,4), Chairman 4; Orientation Chairman (1,2,4); State Student Legislature (1-3); Student Government 3, Intercollegiate Activities Chairman; Who's Who.

POWERS, SUSAN GAIL; Lausung; Psychology; Cameos, President; Junior Advisor; College Union Publicity Committee.

PRESTON, THOMAS B.; Houston, Texas; Business; Pi Kappa Alpha; Track and Cross Country.

PRESTON, WILLIAM GORDON; Charleston, W. Va.; Business; Pi Kappa Alpha.

PRICE, JIMMY DOUGLAS; Gastonia; Biology; Alpha Epsilon Delta; Beta Beta Beta.

PUNGER, DOUGLAS STUART; Lynbrook, N.Y.; History; Alpha Sigma Phi, Vice President, Treasurer.

PYRON, JAMES CARL; Eden; Business.

R

RAINWATER, SUSAN VAUGHT; Jacksonville, Fla.; Mathematics; Laurels; Secretary of Sophomore Class; Freshman Cheerleader; Miss Maritimer 1967.

RAISNER, WILLIAM RUSSELL, JR.; Winston-Salem; Business; Theta Chi; Alpha Kappa Psi, Second Vice President; College Union, Executive Committee, Chairman of College Union Travel Committee.

RAMSEY, DOUGLAS THOMAS; Martinsville, Va.; Business; Delta Sigma Pi; BSSA, Student Representative.

RANDALL, JAY CHARLES; Kinston; Biology; Lambda Chi Alpha; Basketball Team.

RAY, HAYWOOD WILSON, JR.; Winston-Salem; History; Pi Kappa Alpha.

REAVIS, RICHMOND GEORGE; Harmony; History; Circle K; MRC; School Spirit Committee; YRC.

RENFROW, RAYMOND R.; Fayetteville; History.

RICE, DON STEPHEN; Silver Spring, Md.; Psychology; College Union Fine Arts Committee Chairman (3,4); MRC, Lt. Governor of Poteat House 3, Treasurer of MRC 4; Photographer for *Howler* (3,4).

RICHMOND, ROSALIND DELORES; Pfafftown; Mathematics.

RICKS, GARLAND DUKE; Wilson; Philosophy; Kappa Alpha.

RITCHIE, JOHN CALVIN; Salisbury; History; Kappa Alpha, President.

ROACH, EDGAR M., JR.; Eden; History; Sigma Pi, Vice President, Pledge Master.

ROBINSON, DEBORAH; Marietta, Ga.; History; Laurels.

ROBINSON, EARL WILLIAM, JR.; Winston-Salem; Economics; Sigma Pi, Treasurer.

ROBINSON, JAMES EDWARD; Hickory; Speech.

ROGERS, STANLEY GRAY; Bluefield, W. Va.; Biology; Kappa Alpha.

S

SABROSKE, ANNE ELIZABETH; Findlay, Ohio; French; University of Michigan; SOPH; Phi Sigma Iota; WGA Social Functions; Student Affairs Committee; Junior Advisor; Who's Who.

SAINTSING, BARBARA NORTH; Falls Church, Va.; French; Phi Alpha Theta; Phi Sigma Iota.

SASSER, LOUIS ALAN; Elizabethtown; History; Phi Alpha Theta; Pershing Rifles; Scabbard and Blade; Challenge '69, Finance Chairman; Student Government Association Speakers Bureau.

SAUNDERS, GLENN RANDALL; Malvern, Pa.; Business; Sigma Chi; Soccer.

SAUNDERS, GRADY WAYNE; Roanoke, Va.; Business; Delta Sigma Pi.

SAUNDERS, KATHLEEN ALICE; Winston-Salem; German.

SAYLOR, PHILLIP LAURENCE; Winston-Salem; English; Chapel and Touring Choirs; Singing Deacs; Challenge '67.

SCOTT, DONNA H.; Winston-Salem; Sociology.

SEIBERT, RICHARD ALAN; Bloomfield, Conn.; Biology; Sigma Phi Epsilon.

SEIDLE, JOSEPH WORRELL; Gladwyne, Pa.; History; Pi Kappa Alpha, Historian 4; Tennis, Freshman and Varsity; Cheerleader, Freshman and Varsity.

SHEFFER, JAMES STEPHEN; Hinsdale, Ill.; History; President of Student Body; Distinguished Military Student; Who's Who.

SHELTON, TEDDY DALE; Pilot Mountain; Business; Delta Sigma Pi.

SHEPHERD, JERRY ALLEN; Winston-Salem; Business; Alpha Kappa Psi.

SHUFORD, TOLLY MARTIN; Kings Mountain; Business; Theta Chi; Alpha Kappa Psi; Men's Judicial Board; Cheerleader; Track Team.

SIEWERS, CHRISTIAN NATHANIEL; Fayetteville; Economics; Sigma Chi, President, Treasurer; Economics.

SIMPSON, CAROL SUSANNE BENNETT; Louisville, Ky.; Religion; Fideles (2-4); *Old Gold and Black* (1-3); Junior Advisor; YDC (1-4).

SIMPSON, DEBORAH SUE; Martinsville, Va.; Mathematics; Strings.

SINK, RICHARD MILLER; Thomasville; Speech; *Old Gold and Black*, Sports Editor 4; WFDD, Sports Director (3,4).

SIZEMONE, RONALD KELLY; Fletcher; Biology; Sigma Phi Epsilon.

SKLUTAS, THOMAS M.; Mauchester, N.H.; History; Sigma Pi; Phi Alpha Theta; Eta Sigma Phi.

SLATE, JOHN WILLIAM, III; High Point; History; Kappa Sigma; WFU Band.

SLOSS, RICHARD L.; Pensacola, Fla.; Political Science; Delta Sigma Phi, Vice President; Honors.

SMELEY, JAMES HAMLET; LaCrosse, Va.; Philosophy; Pershing Rifles (1,2).

SMITH, ELIZABETH ANN; New Bern; Physical Education; SOPH; Tassels, Treasurer; Commencement Marshal; FWAC; Physical Education Majors Club, President.

SMITH, EVERETT GROVER, JR.; Kannapolis; Biology; Sigma Chi; Baseball 1.

SMITH, ROBERT MARSHALL; Asbury Park, N.J.; English; Interdisciplinary Honors.

SMITH, SUSAN MARIE; Cincinnati, Ohio; French; Phi Sigma Iota, President; Beta Beta Beta; College Union Lecture Committee, Secretary, Co-Chairman; Capers, adjutant; BSU; Tutoring Program; Debate; Who's Who.

SMITH, WILLIAM EUGENE; Greensboro; Speech.

SNIDER, CAROLYN JEAN; High Point; French; Phi Sigma Iota; International Club; Tassels; Who's Who.

SNIPES, CHARLES DURANT, JR.; Greensboro; Business; Kappa Alpha; Varsity Golf.

SPIVEY, JOHN HUBERT; Rockingham; Political Science; Pi Kappa Alpha.

STANBACK, HOWARD JAN: Durham; Sociology; Alpha Sigma Phi; President of Junior Class; Vice-President of the State Student Legislature; Varsity Football; Monogram Club; Alpha Phi Omega; President of Afro-American Society.

STANGE, RICHARD THOMAS: Livingston, N.J.; History; Phi Alpha Theta, MRC, Kitchin House Senator, Kitchin House Academic Chairman, Academic Coordinator, Vice President; Student Affairs Committee; Student Speakers Bureau; Orientation Group Leader; Reorganization Committee.

STEED, JAMES MARSH: Greensboro; Business; Delta Sigma Pi; BSSA, Representative.

STEELE, MARY ALICE: Charlotte; Mathematics; College Union, Junior Representative, Secretary; Maritimers, Vice President; Kappa Mu Epsilon; Who's Who.

STELLING, FRANK HENRY: Greenville, S.C.; Physical Education; Swimming Team (1-4), Captain 4; Monogram Club (2-4), Vice President 4; Phi Epsilon Kappa (3,4), Secretary 4.

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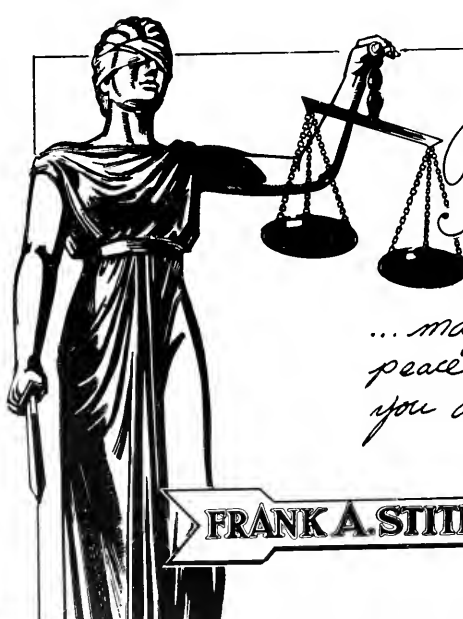
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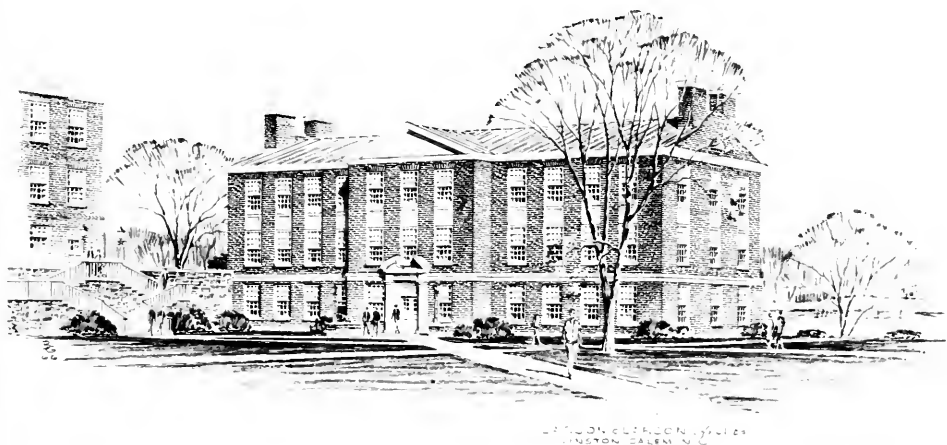
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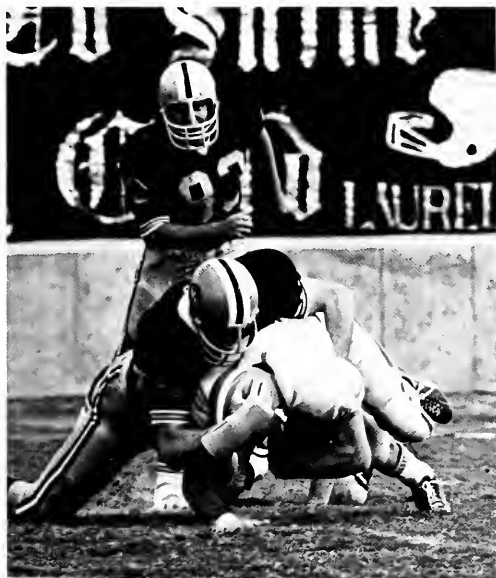
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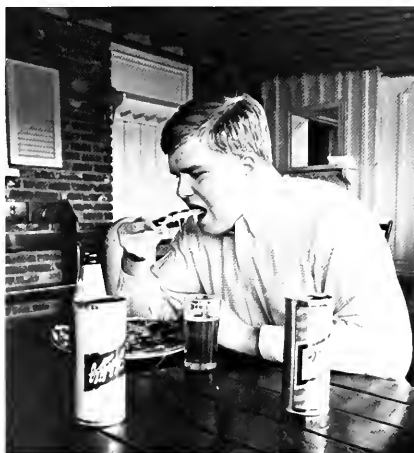
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Why an education . . .

It is probably true that all yearbooks are about education, if indeed education is what experience is. This book is about a year of experience at Wake Forest, and therefore, about a Wake Forest education. This is a time when the popular word is relevancy, and students the world over are rioting and boycotting for their various causes. It is also a time when students are teaching their own courses with the guidance of their professors, and students are planning and participating in such programs as CHALLENGE '69. We feel that this paradox of our times makes it necessary for us to examine ourselves and our education.

Although we started off last summer with a compact idea of what we thought education was, this idea underwent such a metamorphosis that we thought surely we had lost sight of what we were trying to do. But as our idea changed, so did we, and many of the staff members developed a respect and affection for Wake Forest that they had never quite realized before. We hope that some other students can take this careful look at Wake, if they have not already, and see some of the things that we saw, and feel the same way that we do.

In order to picture the highlights of this year in the context of the individual's approach to education, we used a format of feature articles alternated with photographic essays. Many writers contributed to make the styles and viewpoints varied and, we hope, representative of Wake students.

This is the last page of the HOWLER to be sent, but it is also the hardest to write because there are so many people who helped to make the 1969 HOWLER that I cannot thank all of them in the one page I have. There is one person, though, without whom the book could never have happened. He is Paul Coble, our undaunted Managing Editor. His views were more uninhibited than mine, and therefore, he was the crusader for all the radicals on the staff. When it got late at night, however, he was the one who typed copy, cropped pictures correctly and repaired all the layouts.

Then there were our photographers, Mac McNeill,

Bobby Ervin, Doug Hux, Don Rice and Rick Banasik. They put up with last minute pictures and screaming female editors. A big thanks must go to John Daughtry who came back to be our free lance photographer this year. A yearbook could not exist without its photographers, for it is the pictures that people will go back to and remember fifteen years from now.

Doubling as Associate Editor and Section Editor, Cassandra Martin was a calm mainstay in those harried times. And the other Section Editors, Nancy Cox, Chip Morris, Wayne Ford, Nora Lee Stone and Deanne Melten had to be both organizers and public relations men when page plans were suddenly revised and picture schedules went astray. Thanks must also go to the *Old Gold* staff for pictures borrowed and late night company. As for those other people on Pub Row, like J.D., Jim Sheffer and Norma and Al, the HOWLER could not have done without their advice and their confidence. Lastly, we are indebted to Mr. Harrell Brooks, of Foote and Davies, for his encouragement and his counsel. He worried with us and celebrated with us, and we thank him.

It is in the many personalities that work together to make a yearbook staff and a yearbook that the varieties of experience and attitude at Wake Forest are evident. Reporting the highlights of the year, we found the changes in Wake Forest and in its people which occurred because Wake is involved in its community and its world, and we hope that these were the highlights and the changes that made the year meaningful for every student. It was fun doing the 1969 HOWLER, and maybe someday when each of you looks at the book, you will remember that the year was not only meaningful, but it was also fun.

Barbara Brazil

**THIS IS AN
EXPERIMENT.**

Drink

KLACK

WHITE

FUZZY

**Making
It with Soul**

FREE SPEECH!

DRAFT

warmth

FINANCED BY YOUR STUDENT GOVERNMENT

The Problem

Budweiser

**"TIES
HERE"**

blowout

Faculty Book-Chaperon

Winners and Losers

Sodowe.

What can we do

FEEL



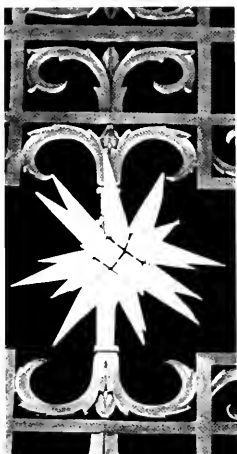


The past four years have left a varied and unique impression upon the world and its young citizens. We have seen the nations erupt in violence and aggression, while our country has been further shattered by civil strife, minority dissension, and political upheaval. In contrast, our lives at Wake Forest have been characterized by a pervading sense of tranquility and by a seeming uninvolvedness in world affairs. Our revolutions here have been peaceful ones. Yet our increasing concern and participation in local and world situations indicate that we are becoming more involved in the world we have so long been a part of—that we are beginning to realize that this is our country and our world.











Students want to have a voice. They want to be free to choose. They want to feel the power of their own importance. They want to participate.

Indeed, universities, and moreover students, must involve themselves in the community and the world. This involvement is essential to their being. Social innovation and the pressure for it naturally originate in our academic institutions. It is here where the order of public policy and the freedom of individual dignity is initiated, defended and maintained.

However, the problem of defining the limits and the structure of educational institutions remains. The solution to this problem does not imply total disregard for the tenets of our present educational systems. Nor does it require a solution so fixed in time and place that the system is no longer a stalwart of our society. Education cannot be a haven for every fad of the time. It must maintain and foster significant controversy, but at the same time, it must provide a universal background for ongoing civilization. Herein lies the reason for basic course requirements and for administration and instruction by men and women who have spent their lives studying the accumulated knowledge of mankind. But the justification is also there for a flexible system which fosters meaningful dialogue between itself and its students. for ultimately, education can be only as precious as the students which it seeks to strengthen and free.







